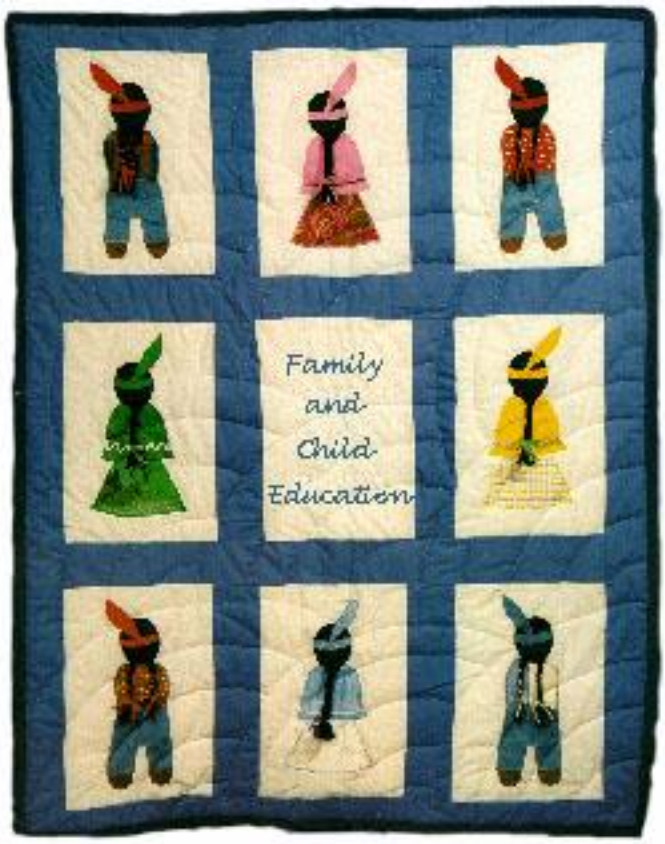
BIE FAMILY AND CHILD EDUCATION PROGRAM

2014 Report



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Report Prepared for:
U.S. Department of the Interior
Bureau of Indian Affairs
Bureau of Indian Education

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INTRODUCTION

In 1990, the Bureau of Indian Education (BIE)[1] initiated the Family and Child Education (FACE) program, an integrated model for an American Indian early childhood/parental involvement program. The goals of the FACE program are to:

- Support parents/primary caregivers in their role as their child's first and most influential teacher.
- Strengthen family-school-community connections.
- Increase parent participation in their child's learning and expectations for academic achievement.
- Support and celebrate the unique cultural and linguistic diversity of each American Indian community served by the program.
- Promote lifelong learning.[2]

The FACE program supports the national educational goals identified in the No Child Left Behind Act of 2001 (NCLB) and the BIE mission, which is:

> *…to provide quality education opportunities from early childhood through life in accordance with the Tribe's needs for cultural and economic well-being in keeping with the wide diversity of Indian Tribes and Alaska Native person, taking into account the spiritual, mental, physical and cultural aspects of the person within a family and Tribal or Alaska Native village context.*[3]

The FACE program primarily serves families with children prenatal to 5 years of age by providing early childhood education, adult education, and parenting education. Additionally, continuing opportunities for active learning and parent involvement are provided to families with children in grades K-3.

Initially piloted at six schools, FACE has been implemented at 61 BIE-funded schools for periods ranging from 1 to 23½ years (for a list of the PY14 schools and former FACE schools and their locations, see Appendix A). In Program Year 2014 (PY14—including the period from July 1, 2013 to June 30, 2014), marking the 24nd year of FACE implementation, FACE services were provided at 43 schools to 2,218 adults and 2,115 children from 1,778 families. No new schools were added in PY14.[4] FACE programs are predominantly located on reservations in Arizona and New Mexico, where 65% of the FACE sites (28 programs) are located. The

[1] Formerly known as the Bureau of Indian Affairs (BIA) Office of Indian Education Programs (OIEP).

[2] Bureau of Indian Affairs, Bureau of Indian Education. (2015). *Family and Child Education (FACE) Guidelines* (p. 1). Washington, DC: Author.

[3] Ibid, p. 2.

[4] One program discontinued FACE at the end of PY13: Lake Valley Navajo School, Crownpoint, NM.

remaining 35% of programs (15 programs) are located in North and South Dakota, Michigan, Minnesota, Mississippi, Utah, Washington, and Wisconsin.

PROGRAM DESIGN

The FACE program is designed to serve families with children prenatal to age 5 in home- and center-based settings. Families can receive services in one or both settings. Families that receive early childhood parenting and family support services through personal visits are referred to as *home-based* families; families that participate in early childhood education and adult education at the center are referred to as *center-based* families; families that receive both home- and center-based services are considered to have participated in the *full FACE model*.

The FACE program is implemented through a collaborative effort of the BIE, the National Center for Families Learning (NCFL), and Parents as Teachers National Center (PAT). Models from these programs have been integrated and infused with tribal culture and language to achieve the FACE model.

Home-based Services

PAT provides the training and technical assistance for home-based services, which are delivered by parent educators to families with children prenatal to 3 years of age. Some families with children 3 to 5 years of age also receive home-based services. The primary goal for home-based service providers (parent educators) is to provide the "information, support, and encouragement parents need to help their children develop optimally during critical early years of life."[5] Literacy is an important focus of home-based services. Implementation of the PAT model includes personal visits, FACE Family Circles (family group connections), periodic screening of overall development of the child (including health, hearing, and vision), and referrals to school and community services.

Parent educators use the PAT *Foundational Curriculum* (including a printed guide, a Tool Kit, and the online curriculum) in planning service for families. PAT's approach of parent education and family support includes three key areas of emphasis throughout the curriculum: development-centered parenting, parent-child interaction, and family well-being. The blend of personal visit plans and guided planning tools allow parent educators enough flexibility to individualize services for families while maintaining consistency required to produce desired outcomes. This approach and curriculum also helps organize discussions around family well-being, child development, protective factors, and parenting behavior to strengthen the parent educator and family relationships.

Visit Tracker, introduced to FACE in PY11, is a web-based recordkeeping and service delivery tracking system that was developed to enable parent educators to maintain family and service data and to produce informative reports. FACE parent educators are required to use Visit Tracker.

[5] http://www.parentsasteachers.org/about/whatwedo/visionmission_history

Personal visits are offered weekly or bi-weekly to home-based families. Visits usually require approximately one hour for families with one child and from 75 to 90 minutes for families with more than one child. Using the PAT Foundational Curriculum, parent educators help parents develop effective parenting and family well-being skills by providing culturally relevant learning experiences that support children's development and interests, that engage parents in developmentally appropriate interactions with their children, and that promote the family's well-being.

At least once a month, parent educators plan and conduct a FACE Family Circle primarily designed to meet the needs of home-based families by addressing the three areas of emphasis, including child development, parenting issues, and family well-being issues and by offering families opportunities for social support. Sometimes Family Circles are also open to center-based families. Family Circle Kits were developed by PAT to support parent educators in the planning and development of content for FACE Family Circles. Parent educators can access resources for conducting these meetings through the Parents as Teachers National Center online curriculum, a FACE Family Circle binder, and PAT technical assistance providers.

Language and culture is integrated into personal visits, screenings, and FACE Family Circles and is facilitated by the employment of members of the local tribal community, many of whom can conduct visits in the family's native language and all of whom can advance cultural practices. Almost all parent educators (95%) are American Indian.

When the child reaches the age of 3, PAT encourages the family to transition into FACE center-based services (FACE preschool and adult education) or to enroll the child in Head Start or another preschool. Programs are expected to maintain written plans that include assisting families with this transition, facilitated by parent educators working with FACE early childhood teachers and adult education teachers. For children in home-based families that choose not to transition the child, PAT offers continued service for families with children from 3 years of age to kindergarten.

Center-based Services

NCFL provides training and technical assistance for center-based services for 3- to 5-year-old children and their parents. Services are offered four days a week in BIE-funded elementary school facilities using a four-component model based on the comprehensive family literacy model developed by NCFL. The components are adult education, early childhood education, Parents and Children Together Time® (PACT Time), and Parent Time.

The federal definition of family literacy, included in the 1998 legislation, provides structure to family literacy services in center-based FACE programs. *The term "family literacy services" means services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family and that integrate all of the following activities:*

A. Interactive literacy activities between parents and their children

B. *Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children*

C. *Parent literacy training that leads to economic self-sufficiency*

D. *An age-appropriate education to prepare children for success in school and life experience."*[6]

Adult Education addresses the academic and employability needs of the parents and supports the enhancement of parenting skills and cultural identity. The Employability Competency System (ECS) of the Comprehensive Adult Student Assessment System (CASAS) provides competencies and standards in reading and mathematics to help adults achieve their goals for literacy and lifelong learning. In PY12, Common Core State Standards (CCSS) for writing and math were introduced.

Early Childhood Education is provided for children through the implementation of the NCFL *CIRCLE: A Developmentally Appropriate Preschool Model* that emphasizes literacy and active involvement of children in their learning. The Bureau of Indian Education (BIE) *Early Learning Guidelines and Preschool Standards for Math and Language/Literacy*[7] are implemented to facilitate a smooth transition for children from FACE preschool to kindergarten. They describe the range of knowledge, skills, attitudes, and behaviors that children are generally expected to develop by the end of preschool. Standards were revised in 2010. The early childhood staffs began using the revised standards in PY11 with full implementation in PY12. The preschool standards for creative arts, physical development, science, social-emotional development, and social studies have also been developed for use by FACE early childhood programs. Programs received comprehensive BIE program guidelines for staff with additional updates in PY14.

PACT Time is parent-child interaction each day which includes bringing parents and children together to work, play, read, and learn. Interactions take place in the classroom and can lead to positive language, literacy, emotional, and cognitive development of children. Some center-based FACE parents also continue to engage in PACT Time with their K-3 child in their child's classroom.

Parent Time gives parents the opportunity each day to address critical family issues in a supportive environment and to obtain information about various parenting issues. Preschool staff regularly lead discussions about child development, preschool instruction, and kindergarten readiness.

Center-based services are integrated through the teaming of preschool and adult education teachers. Cultural sensitivity and relevance are addressed through employment of individuals who are knowledgeable about the community and through involvement of community members.

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[6] Adult Education and Family Literacy Act of 1998, Pub. L. No 105-220, Sect. 203, Stat. 1061 (1998). Obtained from Internet document, http://www.gpo.gov/fdsys/pkg/PLAW-105publ220/html/PLAW-105publ220.htm.

[7] Bureau of Indian Affairs, Bureau of Indian Education. (2006). *FACE early childhood standards, 2006-2007* (pp. 1-2). Washington, DC: Author. Developed by a team of early childhood practitioners and experts from BIE, FACE programs, NCFL, PAT, and Research & Training Associates, Inc.

Sixty-five percent of center-based staff members (i.e., adult education teacher, early childhood teacher, and early childhood co-teacher) are American Indian.

Additional Areas of FACE Implementation and Special Areas of Focus in PY14

Team Planning Day

In addition to the four days each week during which direct services are offered to families, one day each week is devoted to meetings, planning, outreach, record keeping, professional development, and/or delivering missed services. FACE staff members meet to coordinate their efforts to provide comprehensive services to families. Joint planning sessions are intended to help team members focus on a common vision for the program that includes support of language and culture and emphasizes family needs. These sessions provide school administrators the opportunity to meet routinely with FACE staff members and thereby integrate FACE services with the regular school program. Technical assistance providers help FACE staffs more effectively use the planning day to improve services to families and to promote teaming among staff members.

Imagination Library

In support of the FACE focus on home literacy, the BIE funds the distribution of high quality, age-appropriate children's books, an initiative administered by the Dollywood Foundation's *Imagination Library* program. Every month, a new book is sent to each actively participating FACE child. Suggestions are provided to parents to use in sharing the book with their child. Families are encouraged to implement the parent-child activities included with each book.

Let's Move!

Following the lead of First Lady Michelle Obama and the *Let's Move!* initiative, FACE has advanced its own concept of supporting healthy, active lifestyles for its families. The federal goal areas in *Let's Move!* focus on creating a healthy start in life, developing healthier learning communities, increasing physical activity, and increasing access to healthy affordable foods. Mirroring the federal guidelines, the FACE program has taken action not only to promote awareness of the importance of leading a healthy lifestyle but also to provide information, education, and support of the practices necessary to achieve that lifestyle.

Awareness that FACE was joining the initiative began with *FACE to FACE* newsletters, which included information on healthy living. PAT provides kits to FACE schools to be used during Family Circle meetings to promote healthy choices within families. These kits include such topics as Stress Management for Families, Encouraging Family Fitness, and Providing Healthy Meals. PAT also provides a DVD on fitness and nutrition and a DVD produced by *Rez Robics* that provides ideas for family exercises. During personal visits and Family Circles, parent educators share family nutrition and fitness plans obtained from the PAT Foundational Curriculum.

Center-based families also receive activity kits to use with parents and teachers. Parent materials include health journals, tape measures, and success charts. Pedometers were provided to FACE adults and teachers through a $4,000 grant to NCFL from the Humana Foundation. Teacher materials include *Rez Robics* DVDs and lesson plans for adult education teachers to use during Parent Time and for early childhood teachers to use in activities. Staff members are trained to promote a healthy lifestyle among FACE families by implementing strategies suggested in the Physical Activity Kit (PAK) provided by Indian Health Services. This kit contains tools to help FACE staffs encourage increased physical activity throughout their lifespan.

Dialogic Reading

The *Dialogic Reading* process is based on three broad principles: (a) encourages the child to participate, (b) provides feedback to the child, and (c) adapts the reading style to the child's growing linguistic abilities. The process is implemented to increase the vocabulary and language comprehension of young children.[8] The adult reads to the child and encourages interaction by a process called PEER. The four steps in PEER include the adult:

- Prompting the child with a question about the story.
- Evaluating the child's response.
- Expanding on the child's response by adding information.
- Repeating the prompt to check that the child understands the new information.

The FACE Reading Promise initiative implemented in PY13 continued to encourage and connect the value of Dialogic Reading for both teachers and families. Alice Ozma's book *The Reading Promise* is read aloud in many of the adult education classes over a period of several weeks. The parents earn certificates based on the number a books they read to their child each month both at home and in PACT Time.

A FOCUS ON STAFF DEVELOPMENT

During the initial planning of the FACE program in the late 1980s, designers recognized the necessity of providing high quality staff development that is sustained, continuous, and intensive. The FACE program requires staffing and skills that are not always present initially in schools and communities. Some staff members have limited experience providing early childhood, adult education, or parenting education services; therefore, providing high quality and sustained professional development has always been key to the success of the program. Professional development for FACE staff members increases their knowledge and skills to help achieve the delivery of high quality services that are consistent across programs.

[8] Whitehurst, G. J. (1992). *How to read to your preschooler*. Prepared for publication in the *Hartford Courant* in response to a request by the State of Connecticut Commission on Children, School Readiness Project. http://www.caselink.education.ucsb.edu/casetrainer/cladcontent/cladlanguage/node4/practice/dialogicreading.html.

FACE professional development and technical assistance are provided by staff and consultants from NCFL and PAT in collaboration with BIE staff. This support focuses on the specific needs of each component of the FACE program and addresses local implementation concerns. The comprehensive professional development and technical assistance provided to all FACE staff members and administrators supports the integration of the program components and is designed to sustain the success of the FACE model. In PY14, professional development was offered through a variety of techniques. Technical assistance providers conducted one or two day site visits to programs with significant needs (PAT conducted 1-2 days of on-site technical assistance and NCFL provided one-day visits). Additional support was provided through teleconferences, Web-based seminars, and email. PAT also provided Foundational Curriculum training and Model Implementation training in St. Louis for all new parent educators and for those who were identified with training needs best addressed through a face-to-face approach.

Over the years, FACE professional development offerings have been routinely assessed by participants; participant feedback is used to help technical assistance providers meet the needs of FACE programs. Feedback consistently indicates participants' satisfaction with the professional development that is provided. However, participants report that they particularly miss face-to-face professional development and value the opportunity to network and learn of successful strategies used in other programs.

EVALUATION FOR CONTINUOUS IMPROVEMENT

Throughout the history of FACE, evaluation has been an important component. Research & Training Associates, Inc. (RTA) was contracted at the inception of FACE to conduct a program study and continues to function as the outside program evaluator. The purpose of the program evaluation has been twofold: (1) to provide information to ensure continual improvement in program implementation—including overall program and site-specific feedback—and (2) to provide information about the impact of the program. Annual reports are prepared for the BIE and site-level summaries are provided to individual programs.

Initial evaluation studies focused on describing the implementation of the FACE program as a whole, as well as at individual sites. Particular attention was given to the evolutionary process in which models from NCFL and PAT were integrated and adapted into one comprehensive program. Although the subject of implementation continues to be addressed, evaluation also focuses on identifying program outcomes.

ORGANIZATION OF THE EVALUATION REPORT

The study methodology is described in the Study Design section. Following that section, program implementation is addressed through quantitative and qualitative approaches. Outcomes study findings are presented for FACE impacts on children, adults, home-school partnerships, community partnerships, and the integration of language and culture. Implementation successes and challenges are identified by FACE program staffs as a team, and early childhood teachers self-rate their implementation of early childhood standards. Lastly, recommendations for future evaluations are offered by the evaluator.

STUDY DESIGN

The PY14 study focuses on two areas: program implementation and program outcomes. The program implementation section examines participant information, staff characteristics, service intensity, and special areas of program focus in PY14. The outcomes section presents information on the impact of FACE on adults, children, home-school partnerships, community partnerships, and the integration of culture in FACE services. Two basic questions guide this study:

- What are the characteristics of FACE participants and the services they received in PY14 and over time?

- What are the program impacts relative to the program goals?

To address these questions, the study methodology includes a variety of instruments and procedures for gathering information. This section describes data collection procedures. Note that in subsequent sections, numbers of respondents may vary from those reported in this section due to missing data on some items within the instruments.

IMPLEMENTATION STUDY DATA COLLECTION

Evaluators analyzed the implementation of FACE using data provided by FACE staff members and participants from data collection instruments developed through collaborative efforts of RTA, BIE, PAT, and NCFL. Response rates for most data collected are at least 70% (except for the parent exit survey). Implementation data include the following:

1. Participation data for PY14 adults and children were obtained from rosters provided by all 43 programs. Data were provided for 2,218 adults and 2,115 children (from birth to age 5). FACE services were also received by 40 prenatal children and 60 children in grades K-3 who participated in PACT Time with their FACE parents.

2. Enrollment forms were obtained from all 43 programs. Participant characteristics were obtained for 2,048 adults and 1,999 children (not including prenatal and K-3 children), for response rates of more than 90% each.

Information on FACE Staff, Programs, and Program Components

1. All 43 programs completed a team questionnaire that provides staff and program implementation data.

2. All FACE programs conducted a program self-assessment using the FACE Program Implementation Standards rating form.

3. Early childhood teachers and/or co-teachers from all programs completed a self-assessment of their implementation of the FACE *Early Childhood Language and Literacy and Mathematics Standards*.

OUTCOMES STUDY DATA COLLECTION

Researchers analyzed program outcomes using data provided by FACE programs and participants.

Outcomes for Adults

1. Sixty-two percent of PY14 adults (1,385 adults—including 58% of center-based adults and 65% of home-based adults) completed an exit/end-of-year survey, providing information about the impacts of FACE on adults and their children.

2. Data on the achievements of adults were provided for 1,850 adults, comprising 83% of all PY14 adults. Information was provided for 95% of the center-based adults and 80% of home-based adults. Adult impacts—including goal setting and goal completion for center-based and home-based adults, and achievement testing results for adult education students—were reported.

3. Information about adult literacy, which is examined using the *Comprehensive Adult Student Assessment System* (CASAS) scores, was provided for 485 adults, comprising 78% of FACE adult education participants.

4. FACE staff team questionnaires were completed by all FACE programs and provided additional data on adult achievements, such as GED/high school diploma completion and employment information.

Outcomes for Children from Birth to Five Years of Age

1. Screening information was obtained using a variety of instruments for 1,911 children who received screening services (90% of all FACE children). This includes 91% of home-based children and 89% of center-based children.

2. *Ages and Stages Social-Emotional* (ASQ:SE) is an instrument that is used to identify social-emotional developmental delays/concerns of children. Assessment with this instrument is required for all home-based children and on an as-needed basis for center-based children. In PY14, 1,213 children at all FACE programs were assessed with the ASQ:SE. The response rate for home-based children is 72%. A few center-based children (12%) also were assessed when concerns were identified.

3. Meisels' *Work Sampling System* (WSS) for preschoolers is a criterion-referenced observational assessment of children's learning.[9] WSS summary checklists were provided by 41 sites for 403 of the FACE preschool children, for a 77% response rate.

4. Health and safety information were obtained from the PAT *Health Record* completed by parents of 1,820 FACE children, for a response rate of 86%. These forms were completed for 86% of children who received home-based services and 86% of center-based participants.

5. The *Expressive One-Word Picture Vocabulary Test*, an instrument that measures reading readiness skills, was used to assess FACE preschoolers. The EOWPVT instrument was administered at least once to 420 FACE preschoolers at 42 sites, for a response rate of 81% of the preschoolers. A post-assessment was administered to two-thirds of assessed FACE preschoolers.

6. Sixty-two percent of PY14 adults (1,385 adults—including 58% of center-based adults and 65% of home-based adults) completed an exit/end-of-year survey, providing information about the impacts of FACE on their child(ren).

[9] Meisels, Samuel J., Jablon, Judy R., Marsden, Dorothea B., Dichtelmiller, Margo L., & Dorfman, Aviva B. (1995). The Work Sampling System. Ann Arbor: Rebus Planning Associates, Inc.

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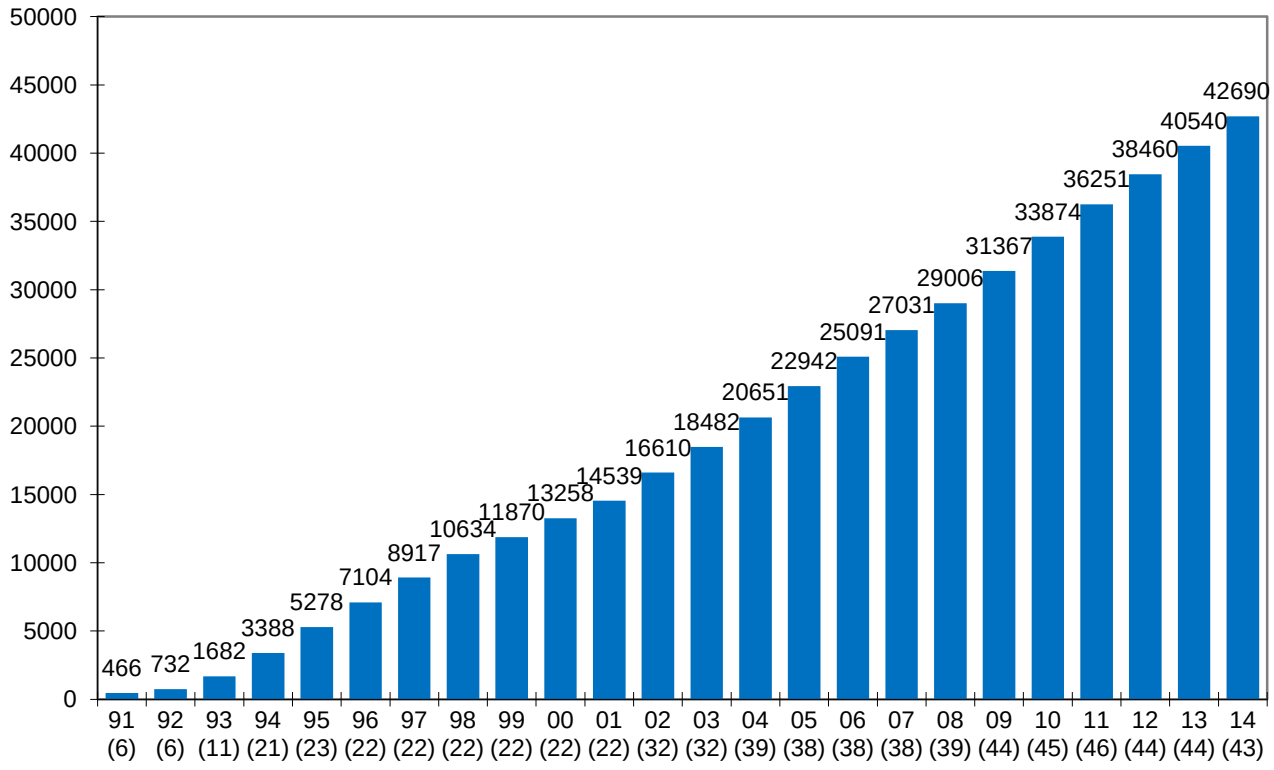
FACE IMPLEMENTATION

This report examines the implementation of FACE from several perspectives. Implementation information includes general participation information, discussions of participant and staff characteristics, intensity of services, the demand for FACE services, the use of planning time at FACE programs, the emphasis on fitness and healthy living and implementation challenges and technical assistance needs.

PARTICIPANT INFORMATION

During the 24-year history of FACE, the program has served 42,690 participants. Figure 1 illustrates how the unduplicated number of adults and children served by FACE has steadily increased over time. Participants include 20,022 adults and 22,668 children from approximately 17,000 American Indian families (see Table 1).[10]

Figure 1. Cumulative Frequency of Adults and Children Who Participated in FACE 1991-2014 (and Number of Sites)



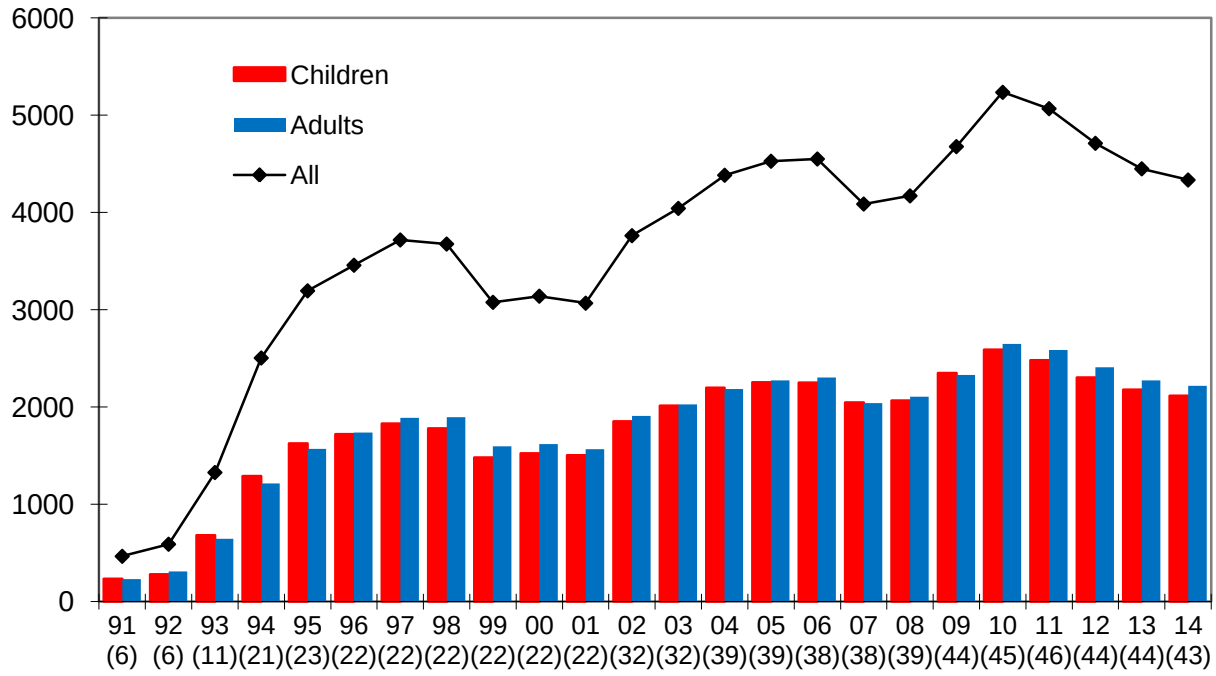
[10] A few individuals (150) participated as both adults and children.

Table 1. Total Number of Participants Served by FACE 1991-2014

All participants	Adults	Children
42,690	20,022	22,668

In the spring of 1991, FACE was first implemented at six sites, serving almost 500 participants (see Figure 2). The program gradually expanded to a program high of 5,234 participants in 45 programs in PY10, but decreased somewhat over the next four years to 4,333 participants in PY14. PY14 participants include 2,218 adults and 2,115 children from 1,778 families. Over time, FACE has been implemented at 61 different schools. Eighteen programs have discontinued FACE implementation for various reasons (e.g., staff turnover, difficulty recruiting participants, etc.).

Figure 2. Number of Adults and Children Who Participated in FACE by Program Year (with Number of Sites)



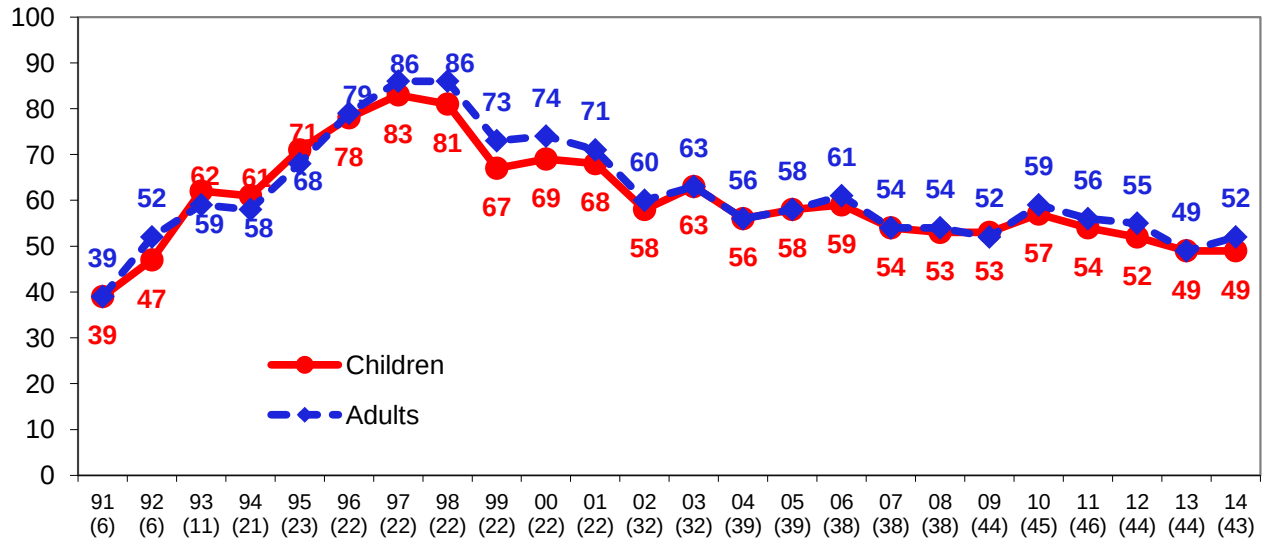
The number of participants each year has generally increased over time as new programs are added and more experienced programs become increasingly established in their communities. From PY92 to PY04 (13 years), FACE gained 34 programs and lost only one program. The number of participants increased from fewer than 500 in PY91 to approximately 3,500 participants per year from PY96 to PY98. (See Appendix B for more detailed annual data). Following PY98, the number of participants declined, reflecting effects of the new Temporary Assistance for Needy Families (TANF) legislation, and stabilized at approximately 3,100 participants per year for a subsequent three-year period. In PY02, 10 new programs began implementing FACE, the first program expansion to occur in seven years. This was followed by the addition of seven programs in PY04, and the number of participants rose to more than 4,300.

Between PY05 and PY10, a net gain of six programs occurred as 15 new programs were added and nine programs were dropped from the FACE program. The net addition of five programs in PY09 and one in PY10 resulted in the highest participation levels since the inception of the program with over 5,200 participants. A gradual expansion of programs despite losses resulted in 45 FACE programs in PY10, rising to a high of 46 programs in PY11. However, a steady four-year decline in participants began in PY11 as eight programs were terminated and only six new programs were added.

The number of participants served at FACE sites in PY14 ranges from 43 participants to 172 participants. On average, FACE programs served 101 participants in PY14, comparable to the PY13 average. (See Appendix C for the number of participants at individual FACE sites during PY14.)

The average number of adults and children participating at individual programs has decreased over a 13-year period from a high of 86 adults and about 80 children per site in PY97 and PY98 to approximately 50-60 in subsequent years (see Figure 3). The PY14 average for adults rose slightly to 52 adults compared with PY13, while the average for children remained at 49, reflecting staffing challenges and the FACE programs' efforts to increase the intensity of service to participating families.

Figure 3. Average Number of FACE Children and Adults Per Site During Program Years 1991-2014 (with Number of FACE Sites)

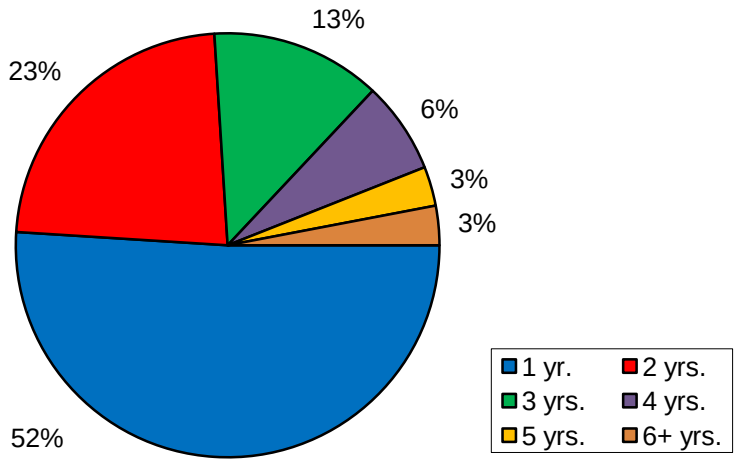


Length of Participation

Over the 24 years of FACE history, adults and children participated in FACE services for an average of two program years. Adults participated significantly longer than children—2.2 years and 1.9 years, respectively, but the difference is not large. This occurs because some parents participate prenatally or with multiple children. Fifty-two percent of participants attended one program year, 23% attended two program years, and 25% attended three or more program years

(see Figure 4).[11] Of the PY14 participants, one-half received FACE services in prior years, averaging 2.2 years of service.

Figure 4. Percentage Distribution of the Number of Years That Adults and Children Received FACE Services During the 24 Years of FACE Implementation (N=42,690)



Services Received

Of the 42,690 participants since the inception of FACE, 18% have participated in the full FACE model–receiving both home- and center-based services (20% of adults and 16% of children). See Table 2. Sixty percent of adults and 64% of children participated in only home-based services; 20% of both adults and children received only center-based services.

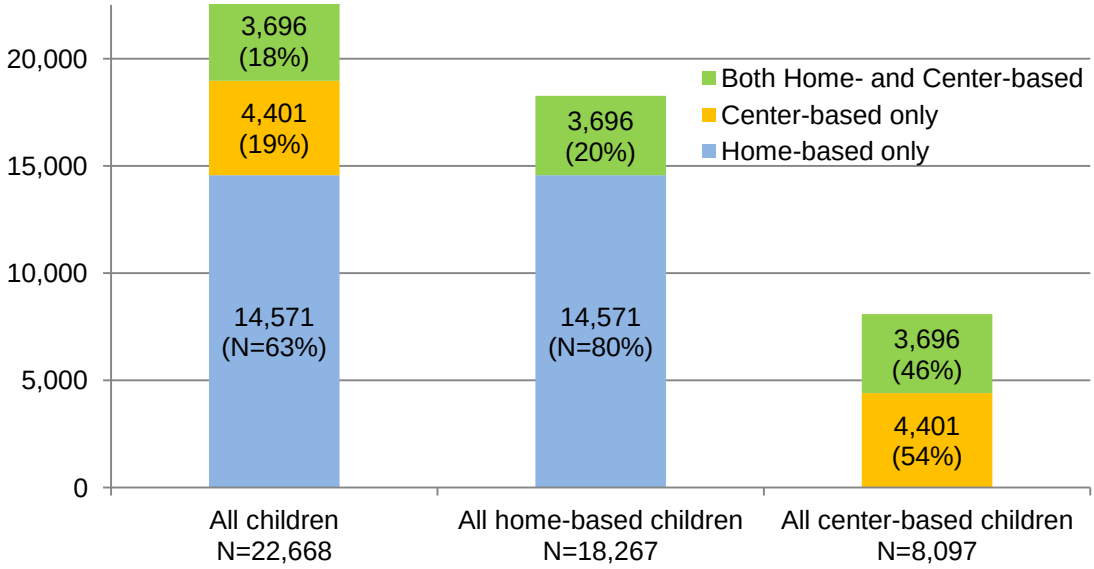
Table 2. Percentage of FACE Participants Throughout FACE History Who Received Only Center-based, Only Home-based, or Both Services

	Only Center-based	Only Home-based	Both Center- and Home-based	(N)
Adults	20	60	20	(20,022)
Children	20	64	16	(22,668)
All participants	19	63	18	(42,690)

Of all FACE children who ever received home-based services since the inception of FACE (18,267), 20% transitioned into center-based services (see Figure 5). Of FACE children who ever received center-based services (8,097), 46% of them had also received home-based services at some time during their FACE participation.

[11] This is a count of the number of program years during which adults and children participated in FACE, but is not necessarily reflective of the intensity of services in which they participated.

Figure 5. Number and Percentage of All FACE Children, Home-based Children, and Center-based Children by Services Received Throughout FACE History



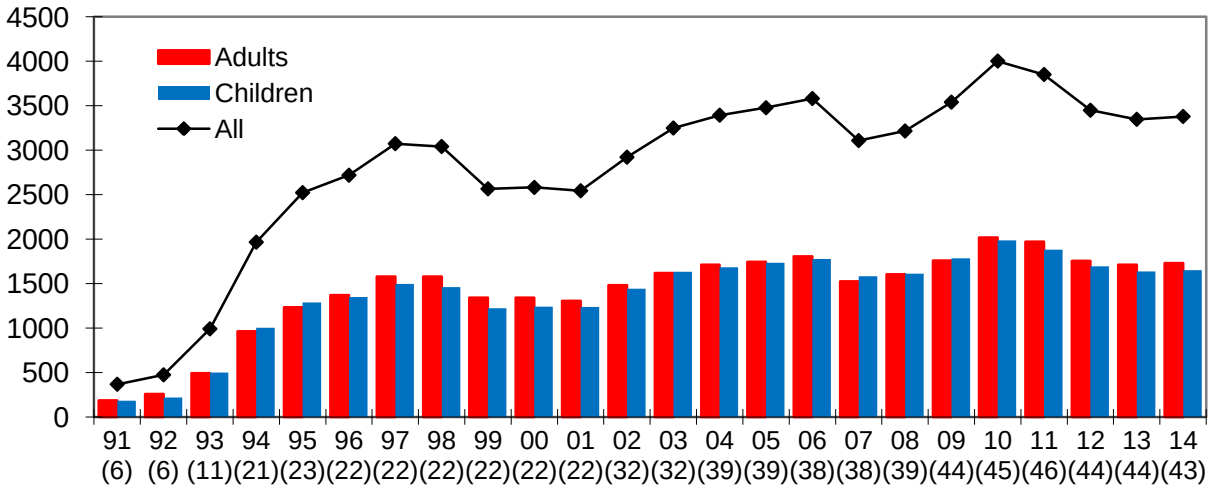
During just the PY14 program year, 74% of participants received home-based-only services, 22% participated in center-based-only services, and 4% participated in both home- and center-based services (see Table 3). Of PY14 center-based children, 48% had also participated in home-based services sometime during their FACE services.

Table 3. Number and Percentage of Participants by FACE Services Received During PY14

	Center-based only		Home-based only		Both Center- & Home-based		All Services
	N	%	N	%	N	%	N
Adults	489	22	1,599	72	130	6	2,218
Children	465	22	1,594	75	56	3	2,115
All Participants	954	22	3,193	74	186	4	4,333

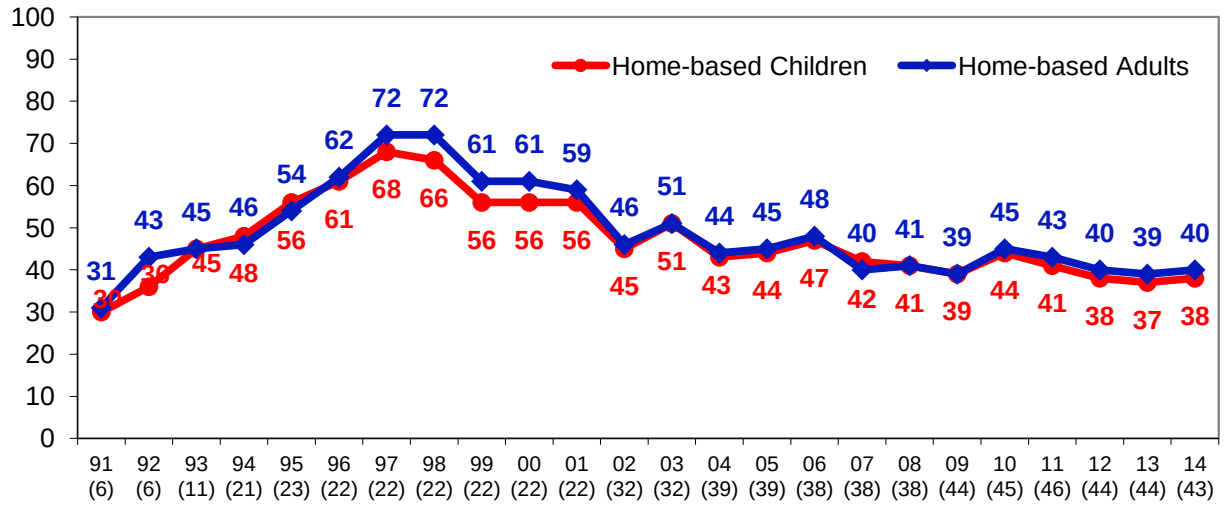
The annual fluctuation in the number of home-based participants is largely due to the number of FACE programs that were operational. In PY91, the first year of FACE implementation, 367 participants (182 children and 185 adults) received home-based services at 6 sites (see Figure 6). This increased to a high of 4,002 participants (1,984 children and 2,018 adults) in PY10 at 45 sites. The number of adults participating each year is generally slightly more than the number of children. In PY14, 1,650 children and 1,729 adults participated in home-based services.

Figure 6. Number of Home-based Adults and Children Who Participated in FACE in Program Years 1991-2014 (with Number of Sites)



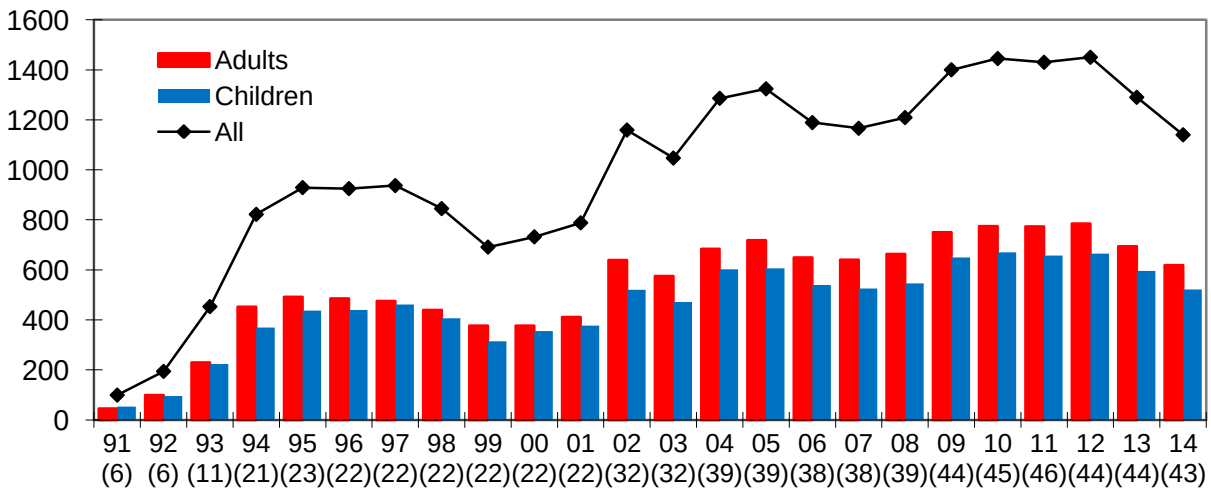
Since PY02, the average number of home-based adults and children stabilized at approximately 40-50 per site (see Figure 7). The decrease from earlier years is generally due to increased intensity of home-based services provided for some families, which can result in fewer families that are served. Another factor in the reduced number of participants is the increased focus on encouraging regular participation—resulting in discontinuation for some families who participate only sporadically.

Figure 7. Average Number of Home-based Adults and Children per Site For Program Years 1991-2014 (with Number of FACE Sites)



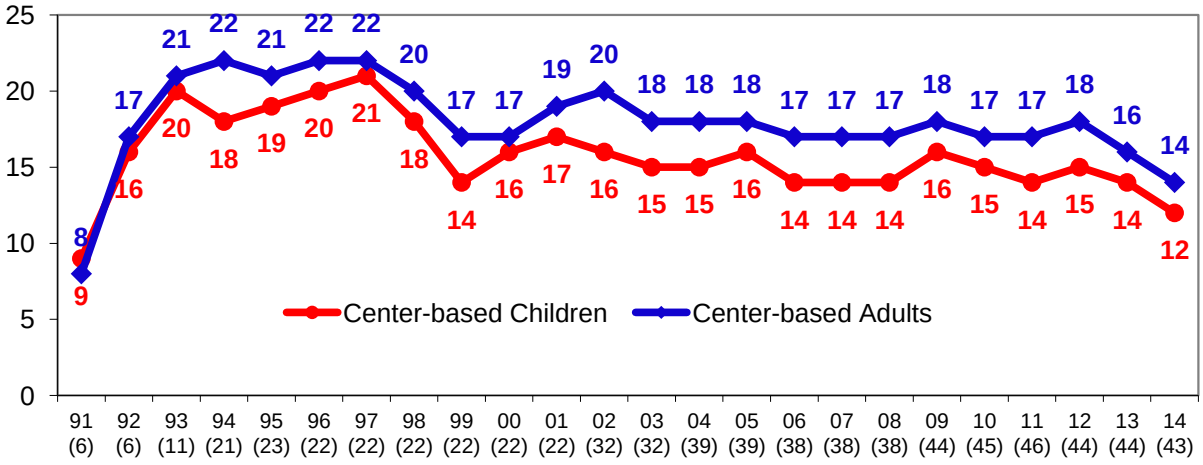
In PY91, 99 participants (53 children and 46 adults) received center-based services at 6 sites. This increased to a high of 1,450 participants (665 children and 785 adults) in PY12 at 44 sites. The number of adults participating each year is generally slightly more than the number of children. In PY14, 521 children and 619 adults participated in center-based services.

Figure 8. Number of Center-based Adults and Children Who Participated in FACE in Program Years 1991-2014 (with Number of Sites)



The average number of center-based adults and children has remained relatively stable over time, dipping slightly in PY14, when programs served approximately 14 adults and 12 children (see Figure 9). Factors that affect the number of adults and children who can participate include restrictions on the number of children per teacher, facility and space limitations due to the requirement of 60 square feet per child (e.g., some sites can only serve 10 preschoolers due to space limitations), and an increased focus on maintaining consistent attendance.

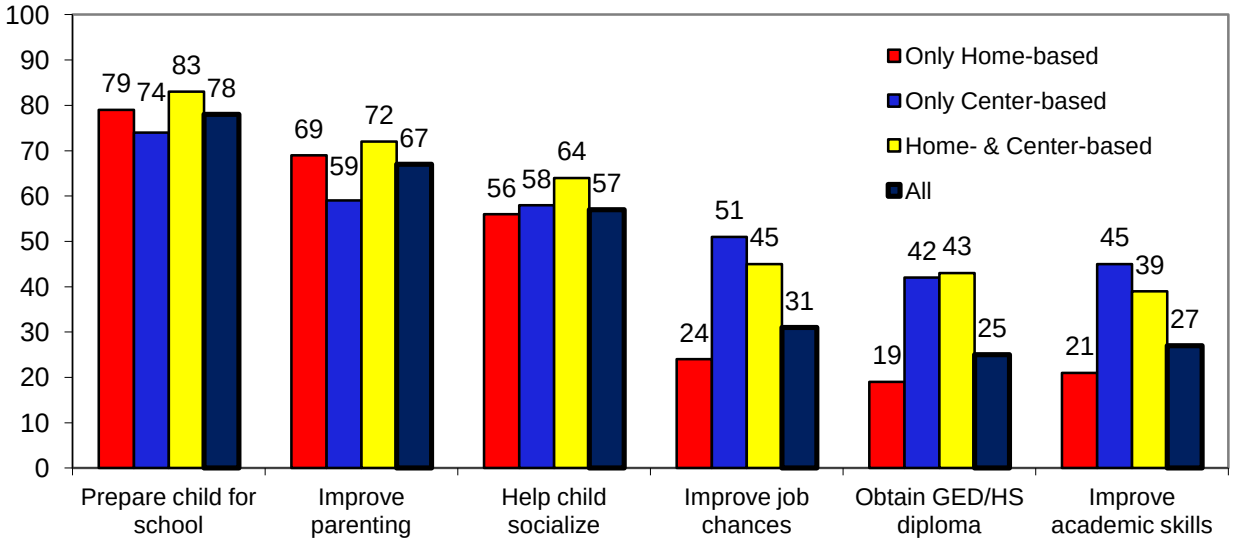
Figure 9. Average Number of Center-based Adults and Children per Site For Program Years 1991-2014 (with Number of FACE Sites)



Reasons for Enrolling in FACE

Similar to reports from previous years, PY14 adults are most likely to report that they enrolled in FACE for reasons related to their child. Almost 80% of FACE parents enroll to prepare their child for school (see Figure 10). Parents who participate in both center- and home-based services in PY14 and home-based-only parents are more likely than center-based-only parents to report this as a reason (83% and 79%, respectively, vs. 74%). Slightly more than 65% of parents enroll to improve their parenting skills. Those enrolled in both FACE services (home- and center-based) and home-based-only parents are most likely to report this as a reason to enroll (72% and 69%, respectively, compared with 59% of center-based-only parents). Slightly more than 55% of parents enroll to help their child learn to socialize with others, but parents who receive both services are most likely to enroll for this reason (64%). Slightly more than one-half of parents who participate in only center-based services in PY14 and 45% of parents who receive both center- and home-based services enroll to improve their chances for getting a job or a better job. Almost 45% of center-based parents enroll to obtain a GED or high school diploma; 45% of center-based only parents enroll to improve their academic skills for college, and almost 40% of parents receiving both home- and center-based services in PY14 enroll to improve their academic skills.

Figure 10. Percentage of FACE Adults Reporting Reasons That They Enrolled Their Families in FACE by Services They Received in PY14

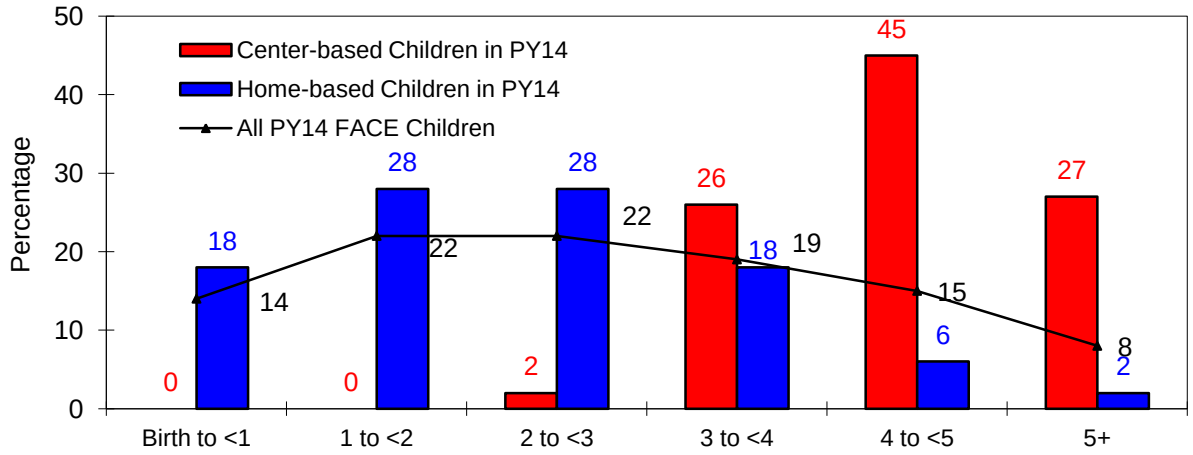


Characteristics of FACE Children

Age of Children

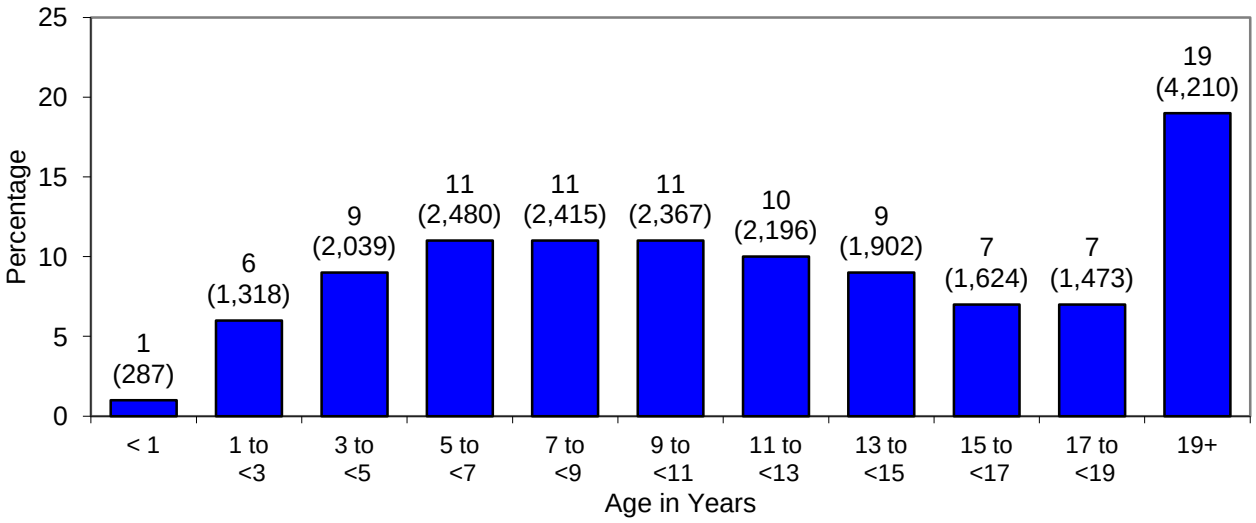
The FACE model is designed to primarily serve children aged 3 and younger in the home-based setting (although some families with children 3-5 participate as well) and children aged 3 to 5 in the center-based preschool. Overall, 58% of PY14 FACE children were under the age of 3 at the end of the program year (see Figure 11). Almost three-fourths of home-based children are under the age of 3. Slightly more than 70% of center-based children are 3 or 4, and slightly more than one-fourth are 5 or older.

Figure 11. Percentage Distribution of PY14 FACE Children by Age (in Years) at End of the Program Year and by Services Received in PY14[12] (N=2,096)



For purposes of any follow-up studies that might be conducted, the age distribution of the 22,668 current and former child participants is presented in Figure 12. Among these "children," 65% were school-aged (i.e., from 5 to 18 years) at the end of the 2013-14 school year. Sixteen percent were under the age of 5 and 19% were over 18 years of age.

Figure 12. Percentage Distribution (and Number) of Children Who Ever Participated in FACE by Age on May, 2014 (N=22,668)[13]



[12] This chart includes only children who received home-based services or who participated in FACE preschool in PY14. K-3 children who only participated in PACT time are not included.

[13] Birth dates were missing for 357 FACE or former FACE children.

Children With Special Needs

Of the school-aged children who had participated in FACE, 18% had participated in the full FACE model (home- and center-based services). Sixty-one percent had participated in home-based services only, and 21% received only center-based services.

Thirty PY14 programs report that they served between 1 and 18 children, for a total of 123 children, with special needs under the Individuals With Disabilities Educational Improvement Act. Similar to the previous two years, 6% of PY14 children had either an IEP or an IFSP.

Other Characteristics of PY14 Children

Additional characteristics of participating FACE children include the following:

- Among PY14 children, 48% are male and 52% are female.

- More than half of FACE children (54%) reside with both parents. Twenty-two percent live with only their mother, 3% live with only their father, and 21% live in homes without either parent. Most of the children who live without a parent reside with other relatives.

- Among children who live with their mothers, 77% have mothers who completed at least the equivalent of a high school diploma; 23% have mothers who have less than a 12^{th} grade education. At the time of FACE enrollment, the mothers of 14% of the children were enrolled in school.

- Among children who live with their father, 77% have fathers who completed at least the equivalent of a high school diploma; 23% have fathers with less than a 12^{th} grade education. At the time of FACE enrollment, the fathers of 7% of the children were enrolled in school.

- On average, five individuals (typically two or three adults and three or four children) reside in FACE children's homes.

- Fifty-six percent of FACE children live in households that receive public assistance, although a smaller 45% of participating adults receive some sort of financial assistance from a federal, state, or tribal agency.

- Thirty percent of FACE children have mothers who are employed, similar to findings in previous years. Similar to the prior years, 46% have fathers who are employed.

- Twenty-seven percent of FACE children live with mothers who are employed; 30% live with fathers who are employed.

- Most children (77%) reside in homes where English is the primary language. The native language is the primary language spoken in the homes of 6% of the children. English and

the native language are spoken with the same frequency in the homes of 17% of FACE children.

- Although English is the primary language in most homes, dual languages are spoken in the homes of 52% of the children.

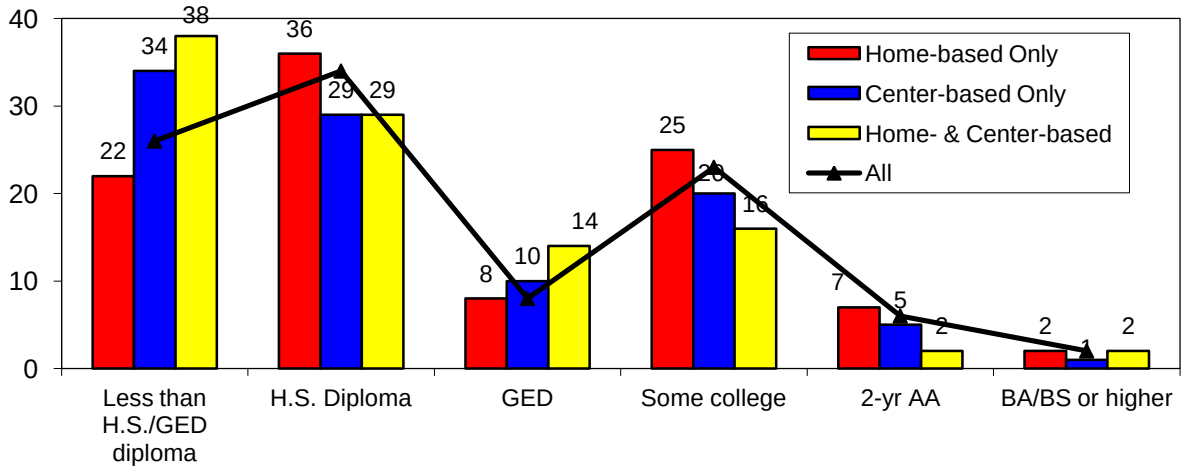
Characteristics of FACE Adults

Eighty-six percent of PY14 FACE adults are a parent of the child(ren) with whom they participate. Seventeen percent are fathers; 69% percent are mothers; 7% percent are grandparents; 6% are other relatives; and 1% are caretakers, guardians, or friends.

Education of Adults

In PY14, 26% of adults had less than a high school education at the time of enrollment in FACE, a slightly lower percentage compared with PY13 when approximately 30% of adults had less than a high school education (see Figure 13). Thirty-four percent of the adults who participate in center-based-only services and 22% of adults who participate in home-based-only services completed less than a 12th grade education. Prior to enrollment, 43% of adults had received either a high school diploma or a GED certificate, compared with 40% the previous year. Thirty-one percent had attended some form of post-secondary education, and of these, 8% had completed a degree.

Figure 13. Percentage Distribution of Adults by the Highest Level of Education Completed at the Time of FACE Enrollment and by FACE Services Received in PY14

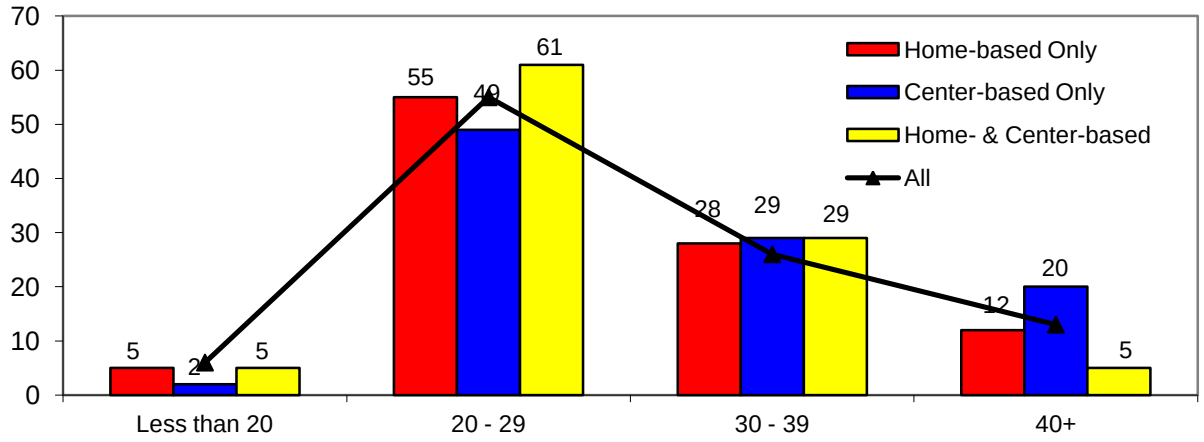


Age of Adults

The average age of PY14 FACE adults is 30 and ranges from 14 to 82 years of age. Six percent of adults are under the age of 20, 55% are in the 20-29 age range, and 40% are 30 and older (see Figure 14). On average, center-based adults are similar in age to home-based adults. Fifty-one percent of center-based adults and 59% of home-based adults are younger than 30 years of age.

Adults who participate in both center- and home-based services average 29 years of age. Approximately 65% of them are less than 30 years of age.

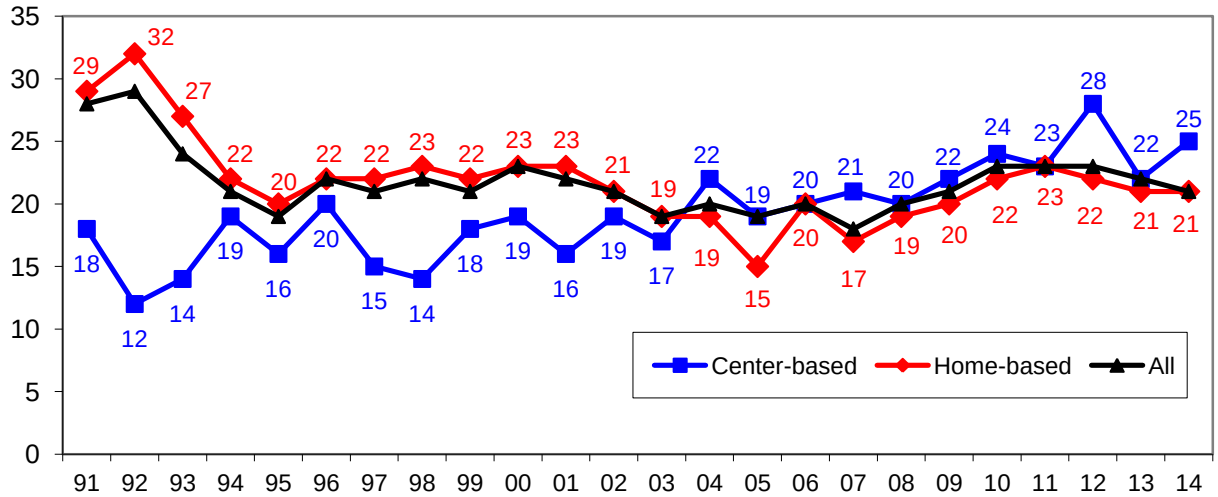
Figure 14. Percentage Distribution of Adults by Age and by Type of FACE Services Received in PY14



Gender of Adults

Among all adults who participated anytime during the 24 years of FACE, 25% are male. Of adults who participated in PY14, 21% are male (see Figure 15). In PY14, 25% of center-based adults and 20% of home-based adults are male. The percentage of center-based adults who are male varies from a low of 12% in PY92 to a high of 28% in PY12. Males comprised as much as 32% of home-based adults early in FACE implementation (in PY92) and as few as 15% in PY05.

Figure 15. Percentage of Adult Participants Who Are Male by Type of FACE Services Received in Program Years 1991-2014



Adult Employment

Approximately one-fourth of PY14 adults are employed and almost three-fourths are unemployed. The unemployment rates are similar to recent years. Sixty-nine percent of home-based-only adults and 87% of center-based-only adults are unemployed. The approximately one-fourth of participants who are employed average about 33 hours of work each week, the same as in recent years. Employed females average 32 hours per week, five fewer hours than the 37 average hours worked by employed males.

Forty-five percent of PY14 adults receive some form of financial assistance from a federal, state, or tribal agency, a slight increase compared with the previous three years when approximately 40% received some form of financial assistance.

STAFF CHARACTERISTICS

FACE programs usually consist of five or six staff members: a coordinator (who also often functions as the adult education teacher or early childhood teacher), an early childhood teacher and co-teacher, an adult education teacher, and two parent educators.

The FACE program has demonstrated progress towards compliance with the NCLB legislation, with the intended outcome of staff degreed appropriately for each position. FACE guidelines drafted in 2010 state that coordinators, adult education teachers, and early childhood teachers must have completed a Bachelor's degree in education. Adult educators and early childhood teachers must be state-certified teachers, and early childhood teachers must be degreed in early childhood or elementary education. Parent educators and early childhood co-teachers must have completed an AA degree, 60 hours of college credit, or state certification for paraprofessionals. [14]

Additional information about staff members who held FACE positions in PY14 was provided by all programs for 217 staff members (see Table 4).

Table 4. FACE Staff Characteristics by Role in PY14[15]

Characteristics of Staff Members	Coordi-nator (N=40)	Adult Education Teacher (N=41)	Early Childhood Teacher (N=36)	Early Childhood Co-Teacher (N=40)	Parent Educator (N=80)	All FACE Staff Members (Undupli-cated) (N=217)
Percent American Indian	70	54	53	85	95	77

[14] Bureau of Indian Affairs, Bureau of Indian Education. (2015). *Family and Child Education (FACE) guidelines* (pp. 11-12). Washington, DC: Author.

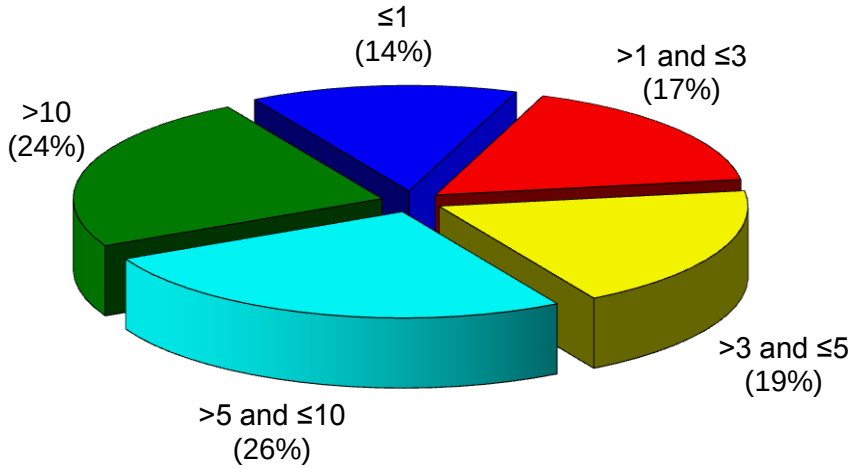
[15] Percentages are based on the number of staff members for which information was available on each of the items, which may have been less than the total N for each group.

Characteristics of Staff Members	Coordi-nator (N=40)	Adult Education Teacher (N=41)	Early Childhood Teacher (N=36)	Early Childhood Co-Teacher (N=40)	Parent Educator (N=80)	All FACE Staff Members (Undupli-cated) (N=217)
Percent new to FACE	8	15	19	10	14	14
Average years employed	9.3	7.2	5.9	6.2	6.8	6.2
Percent former FACE participants	35	27	47	43	33	35

Staff Tenure

Staff members continue to demonstrate longevity in their FACE employment. On average, staff members have worked in the FACE program for slightly more than 6 years, with periods of employment ranging from less than 1 year to 24 years. Four PY14 staff members have been employed by FACE since its inception. Fourteen percent of FACE staff members are new in PY14 (see Figure 16). Almost one-fourth of staff members have been employed in the FACE program more than ten years. Seventeen percent of staff members have been employed in FACE 1-3 years, 19% have worked 3½ to 5 years, and 26% have worked 5½ years to 10 years.

Figure 16. Percentage Distribution of Program Staff Members by the Number of Years of Employment in FACE

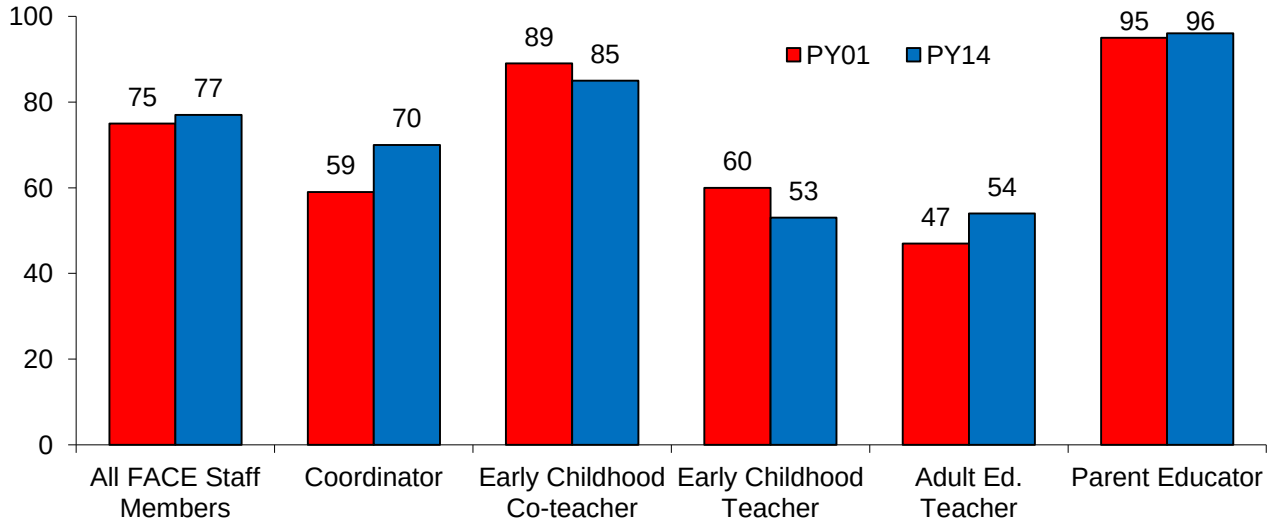


Coordinators have the greatest longevity in FACE, an average of 9.3 years. Adult educators are employed 7.2 years, on average, while parent educators average 6.8 years. The average length of employment for early childhood teachers is 5.9 years, and is 5.6 years for early childhood co-teachers. In PY14, the early childhood teacher position was vacant in approximately 15% of the programs (7 programs), while three programs had a vacancy for the coordinator and/or co-teacher position, and two programs did not have an adult educator. A parent educator position was vacant in almost 15% of the programs (6 programs).

American Indian Staff Members

Approximately three-fourths of all PY14 staff positions are held by American Indians, comparable to PY01—the first year these data were available (see Figure 17). Although the overall percentage of American Indian staff remains relatively stable, the percentage by staff position fluctuates over time. The percentage of coordinators who are American Indian increased from 59% in PY01 to 70% in PY14, and the percentage of adult educators increased from 47% to 54%. For early childhood co-teachers, the percentage was similar in PY01 (89%) and PY14 (85%); the percentage of American Indian early childhood teachers decreased from 60% in PY01 to 53% in PY14. Almost all parent educators are American Indian (96%), the most stable percentage over time.

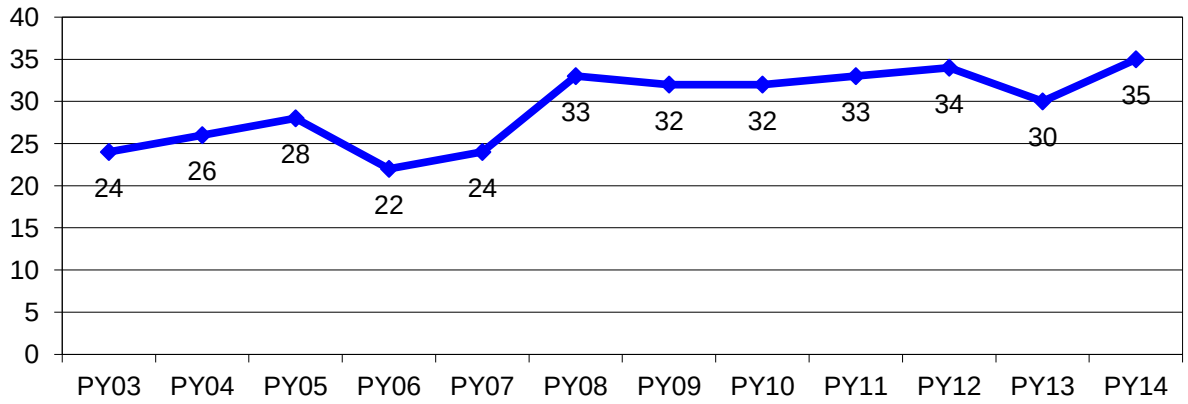
Figure 17. Percentage of FACE Staff Members Who Are American Indian by Position in Program Years 2001 and 2014



Staff Members Who Were Former FACE Participants

From PY03 to PY07, approximately one-fourth of staff members were former FACE participants (see Figure 18). Since PY08, approximately one-third of FACE staff members were FACE participants prior to their staff appointments.

Figure 18. Percentage of FACE Staff Members Who Were Formerly FACE Participants for Program Years 2003-2014



The percentage of early childhood teachers who were former FACE participants (47%) is the highest rate among staff positions in PY14; and compared with PY13, the percentage more than doubled (47% vs. 21%). Forty-three percent of early childhood co-teachers, 35% of coordinators, 33% of parent educators, and 27% of adult educators were former FACE participants prior to their employment.

INTENSITY OF FACE SERVICES

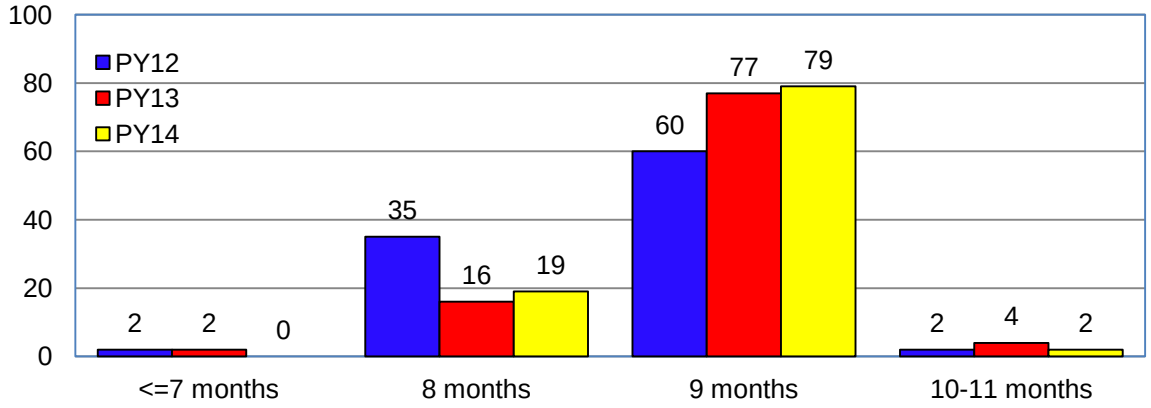
Intensity of services can be examined from two perspectives: the amount of service offered and the amount of service in which families actually participate. Established standards guide expectations for the amount of service that programs should offer FACE families, and benchmarks set expectations for participation by families.

Intensity of FACE Services Offered

The months during which FACE services are provided to families varies among programs. Two programs begin services in late-July. Sixty-three percent of programs begin delivery of services in early to mid-August, while 23% begin services during the last half of August. Almost 10% of programs begin in early September. Approximately 90% of programs conclude services sometime in May. Three programs provide services through the first week in June, and one program does not end services until June 20th (see Appendix D for a list of beginning and ending service dates for programs).

The length of time during which FACE services were offered ranges from slightly more than 8 months (offered by one program) to slightly more than 10 months (offered by one program) (see Figure 19). On average, FACE provides services for slightly more than 9 months. In PY14, no program offered services for less than 8 months. Almost 20% of programs provided services for 8 months and almost 80% provided services for 9 months.

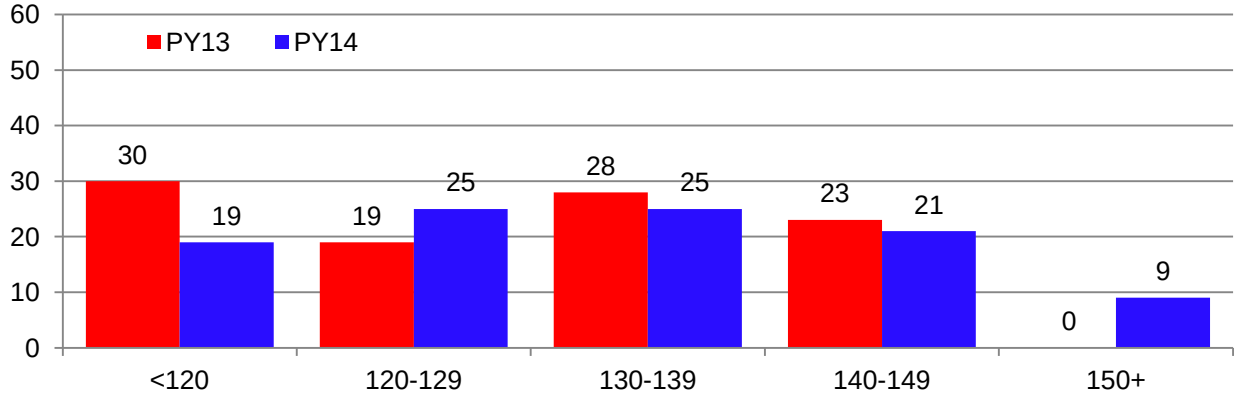
Figure 19. Percentage Distribution of FACE Programs by Number of Months of Service Provided PY12 to PY14
(N=43)



Home-based Services Offered

On average, FACE programs provided home-based services for 130 days in PY14, similar to the PY13 average. Sites varied from 80 days to 162 days. Almost 20% of the programs offered fewer than 120 days, 50% of the programs offered from 120 to 139 days of service, and 30% of programs offered at least 140 days (approximately 16 days a month for nine months). See Figure 20.

Figure 20. Percentage Distribution of FACE Programs by Days of Home-based Service That Were Offered During PY13 and PY14
(N=43)



For home-based services, the expectation is that programs offer two (bi-weekly) or four (weekly) personal visits to families each month for nine months (or from 18 to 36 visits per year for each child's family) and one FACE Family Circle (i.e., family group meeting) per month. Bi-weekly visits were scheduled for slightly more than one-half of PY14 families, and slightly less than one-half were scheduled to receive weekly visits. Assuming 1-1½ hours of parenting education per personal visit and 1-1½ hours per FACE Family Circle, approximately 3-5 hours of parent education should be offered to home-based families each month. Approximately 16,675 personal visits were provided to FACE families in PY14. On average, programs offered nine

FACE Family Circles for families during the year; that is, one meeting each program month—thereby meeting the monthly service standard (see Table 5).

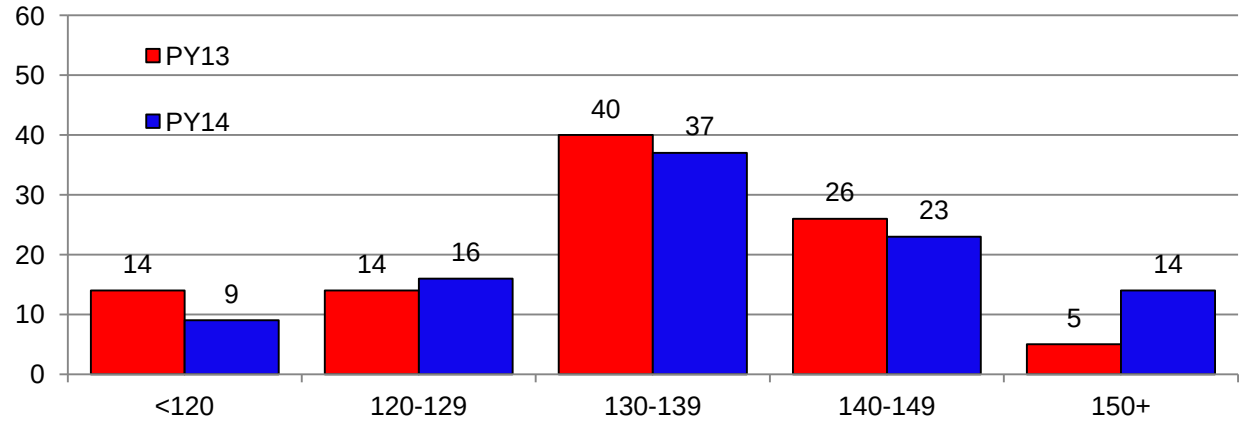
Table 5. Average Number of Home-based FACE Family Circles Offered During PY14, Average Number Offered Monthly, and Monthly Standard[16]

	Average Number Offered in PY14	Average Number Offered per Month	Standard per Month
FACE Family Circles	9	1	1

Center-based Services Offered

With an optimal number of 144 days of services,[17] the 43 FACE programs offered 135 days of center-based services, on average. The number of days of center-based services varied from 16 to 180 days.[18] Nine percent of the programs offered less than 120 days; 53% of the programs offered from 120 to 139 days of service; and 37% of programs offered at least 140 days (approximately 16 days a month for nine months). See Figure 21. (See Appendix D for the number of center- and home-based service days offered by site and overall averages based on all programs.)

Figure 21. Percentage Distribution of FACE Programs by Days of Center-based Service That Were Offered During PY13 and PY14 (N=43)



FACE preschool services are expected to be offered at least 3.5 hours per day (not including the additional required hour of PACT Time), four days a week, for a monthly standard offering of approximately 56 hours. On average, PY14 programs offered 59 hours of preschool per month,

[16] Standard service offered is obtained from the *Guidelines for Reporting Service Data on the FACE Evaluation Participation Roster* that was developed during PY03. Note that this is an optimal amount of service. Recommended "benchmarks" for participation have been set at 75% of the standard amount offered.

[17] Calculated with an expectation of 9 months of program operation with service delivery occurring four days/wk.

[18] The 16 days of center-based services is the number of days when services were held at the center. For most of the year, the program served their participants away from the center due to "the lengthy federal background check for adult participants." The off-site services are not included in the count. Off-site activities include a "weekly book club, bi-weekly make-and-take sessions, home fun kits, etc."

which is three hours more than the standard and similar to the monthly average the previous two years when 60 hours was offered (see Table 6).

Table 6. Standard for Monthly Hours of Center-based Services to be Offered,[19] Average Monthly Hours Offered, and Average Total Hours Offered During PY12, PY13, and PY14

Center-based Service	Standard Hours per Month	Average Hours Offered per Month[20]			Average Total Hours Offered		
		PY12	PY13	PY14	PY12	PY13	PY14
Hours of preschool	56	60	60	59	537	550	543
Hours of adult education	40	44	44	44	393	406	408
Hours of PACT Time	16	14	14	14	128	132	131
Hours of Parent Time	16	14	14	14	128	132	131

The expectation is that adult education will be offered at least 2.5 hours per day (not including the additional required hour of PACT Time and hour of Parent Time), four days a week, for a standard of about 40 hours each month. FACE programs offered an average of 44 hours of adult education per month, which is four hours more than the standard and the same as the previous two years.

Center-based services include PACT Time and Parent Time; each is expected to be offered about an hour a day, for a standard offering of about 16 hours monthly. Programs offered an average of 14 hours of PACT Time and 14 hours of Parent Time monthly, two hours less than the standard and the same number of hours as were offered the previous two years.

Although the overall FACE program monthly averages exceed the monthly standards for hours of early childhood education and adult education offered, approximately 45% of the programs did not meet these standards. Preschool education was offered an average 41 to 90 hours per month.[21] For adult education, the average varies from 26 hours to 73 hours per month. [22] Twelve percent of the programs offered a monthly average of 16 or more hours of PACT Time, meeting the monthly standard and exceeding the overall program average, and 19% offered a monthly average of 16 hours or more of Parent Time. However, more than 55% of programs neared compliance with the standard; 58% of programs offered a monthly average of 15 hours or

[19] Standard monthly offering (the recommended amount of service) is obtained from the *Guidelines for Reporting Service Data on the FACE Evaluation Participation Roster* that was developed during PY03. Note that this is an optimal amount of service and does not take into account holidays, etc. Standards are calculated based on 4 days per week, 4 weeks per month.

[20] The number of months used for this calculation varied by site.

[21] The range excludes the site that was unable to offer services on site until parents received clearance.

[22] The range excludes the site that was unable to offer services on site until parents received clearance.

more of PACT Time, and 56% of programs offered a monthly average of 15 hours or more of Parent Time.

The average number of PY14 hours of center-based services that programs offered is higher than that offered in PY12 for all components, but lower than that offered in PY13, except for adult education. On average, FACE programs offered 543 hours of preschool, similar to the 550 hours in the previous year. FACE programs offered an average of 408 hours of adult education, similar to the 410 hours offered the previous year. On average, FACE programs also offered 131 hours of PACT Time and of Parent Time, similar to each component in the previous year.

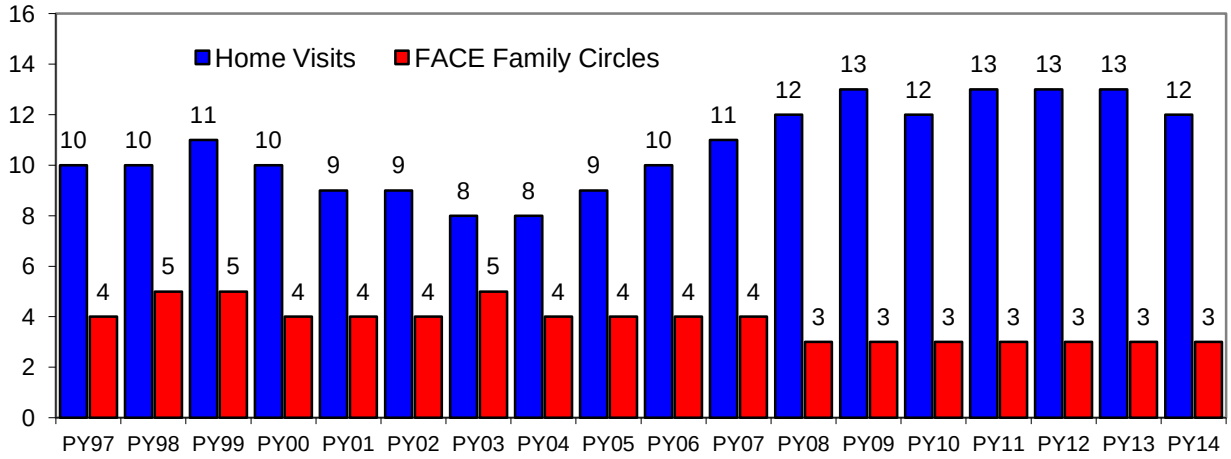
Intensity of Services Participants Received

Program staff members document the number of months and the hours of service in which adults and children actually participate during the year. Generally, the hours of center-based participation increased slightly from prior years, and the home-based participation was similar to recent years.

Home-based Participation

On average, participation in the home-based component is fairly constant over time. PY14 families participated in an average of 12 personal visits, similar to recent years (see Figure 22). The slight decline in personal visits between PY01 and PY04 is due to the early stages of FACE implementation at 17 sites that were added during that period. Since PY04, the average number of personal visits has steadily increased until PY08 when the average number of visits held steady at 12 or 13 for the next six years. The increase since PY04 is reflective of a continuing focus on providing weekly visits instead of bi-weekly visits. In PY14, slightly more than one-half of home-based families were offered bi-weekly visits; not quite one-half were offered weekly visits. Those offered weekly visits received an average of 14 visits during PY14; those offered bi-weekly service participated in an average 10 visits.

Figure 22. Average Number of Personal Visits Received and FACE Family Circles Attended by Home-based Adults in Program Years 1997-2014



The average number of FACE Family Circles that home-based adults attend remained consistent at four or five until PY08, when the average decreased to three meetings. The average has remained at three since then. This does not indicate the frequency with which meetings are offered—just the frequency with which families attend them. Some families do not participate the full year; therefore, they have fewer opportunities to attend FACE Family Circles.

Using the standard of weekly or bi-weekly visits to calculate optimal participation for families, an average of about 16 bi-weekly visits or 32 weekly visits is the expectation for families that participate for nine months. Thirty-three percent of home-based adults achieved the FACE benchmark of 75% participation in personal visits during their PY14 attendance (the same percentage as in PY13 and a slight increase from the 29% of home-based adults in PY12).[23] Fifteen percent of adults scheduled for weekly services and 45% of those scheduled for bi-weekly services met the recommended participation benchmark. The percentage of adults who were offered weekly service and who met the benchmark decreased by 11 percentage points compared with PY13; the percentage of those who were offered bi-weekly visits who met the benchmark increased by 4 percentage points.

Parents on a bi-weekly schedule participated in fewer visits during the year than did those who were offered weekly visits (participating in respective averages of 10 visits per year and 14 visits per year), but they are much more likely to meet the 75% attendance standard than are those on a weekly schedule.

The average number of personal visits in which parents participated ranges from 6 to 20. (See home-based site-level participation data in Appendix F.) On a monthly basis, adults receive an average of 2 personal visits each month, similar to averages for the past six years. Adults who were offered bi-weekly visits participated in 1½ visits per month, on average, and those offered weekly visits averaged 2 visits per month. Average personal visits at four sites exceed the program average. Parents in three programs received an average of 3 personal visits per month, and parents in one program received an average of 5 personal visits per month.

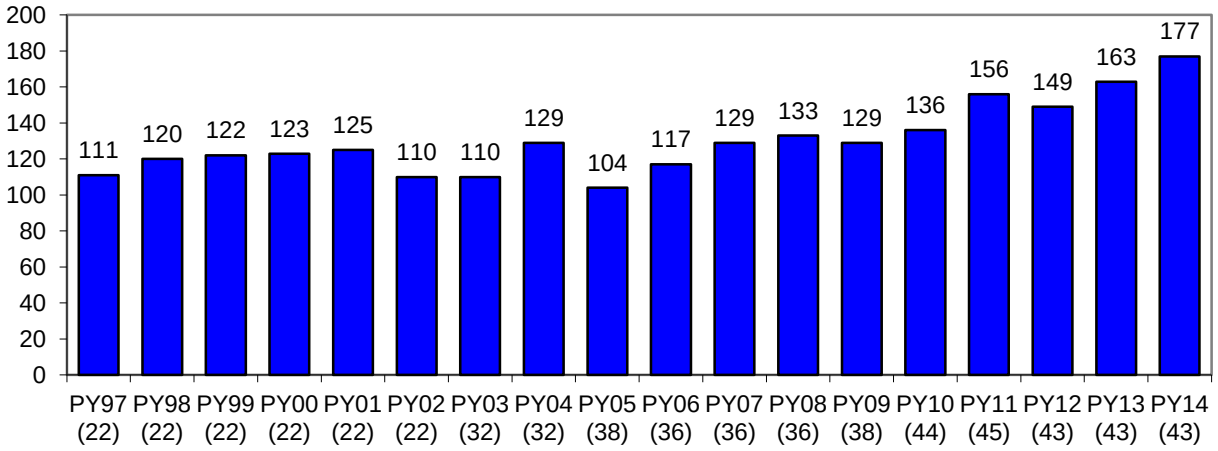
The standard for FACE Family Circle offerings is at least one per month; thus, eight to ten meetings are expected to be offered during the year, depending on the length of the program year. As in the previous year, an average of 9 meetings was offered in PY14 ranging from 4 meetings to 16 meetings. Similar to the previous year, about 70% of home-based parents attended at least one FACE Family Circle during the year. All home-based parents attended at least one FACE Family Circle in one program and all but one or two parents attended at least one meeting in four programs. Average attendance ranged from two to six meetings. Parents at all but one program attended an average of five or fewer meetings during the year. Note that some center-based adults also attend FACE Family Circles. In PY14, almost 20% of center-based parents attended an average of 4 meetings.

[23] Participation rates are calculated for only the period of time during which families are actively participating. For example, a family might attend during only one month, but may choose to participate in three of four visits that are offered. Therefore, the participation rate is 75%.

Center-based Participation

Examination of the average amount of center-based service received by adults since PY97 (the first year the attendance data were documented) indicates that adult education participation fluctuated somewhat over the years (see Figure 23). In PY14, center-based adults demonstrated the greatest participation in the 18 years that data are available. On average, PY14 adults participated in 177 hours of adult education (which includes hours of participation at the FACE center, at other adult education programs, or at home), 14 more hours than in PY13 when adults averaged 163 hours of participation. In PY14, average hours of participation in adult education range from less than 65 hours at two programs to more than 300 hours at three programs.[24] (See Appendix E for average center-based participation at programs during PY14.)

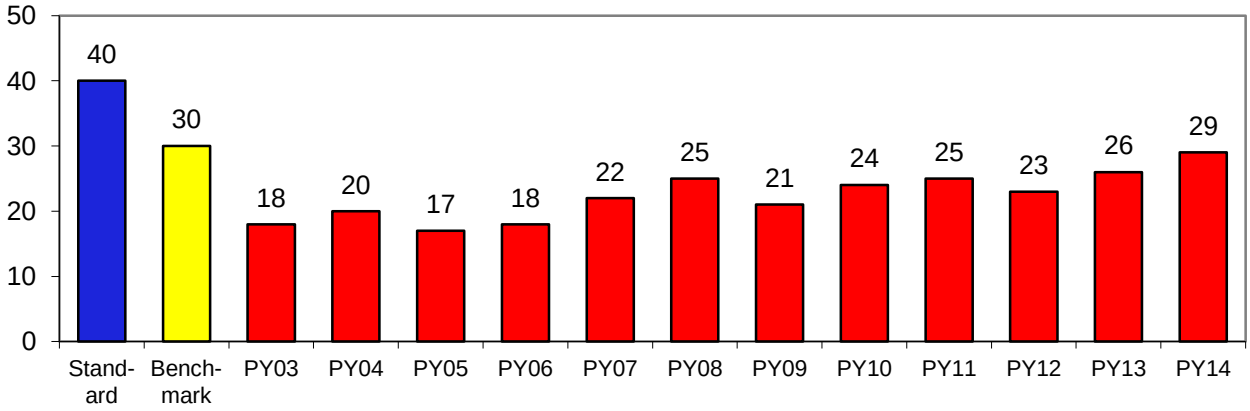
Figure 23. Average Hours of Attendance in FACE Adult Education at Sites in Program Years 1997-2014 (and Number of Sites)



The PY14 monthly average of 29 hours of adult education participation is the highest to date and is only slightly less than the benchmark of an average 30 hours of monthly participation (see Figure 24). The average level of participation remains notably less than the standard for service (an expected offering of approximately 40 hours per month). At one-third of the programs (similar to PY13), average monthly attendance met or exceeded the recommended benchmark of 30 hours of participation. Average attendance at 14% of the programs met or exceeded the FACE standard of 40 hours a month of adult education offered.

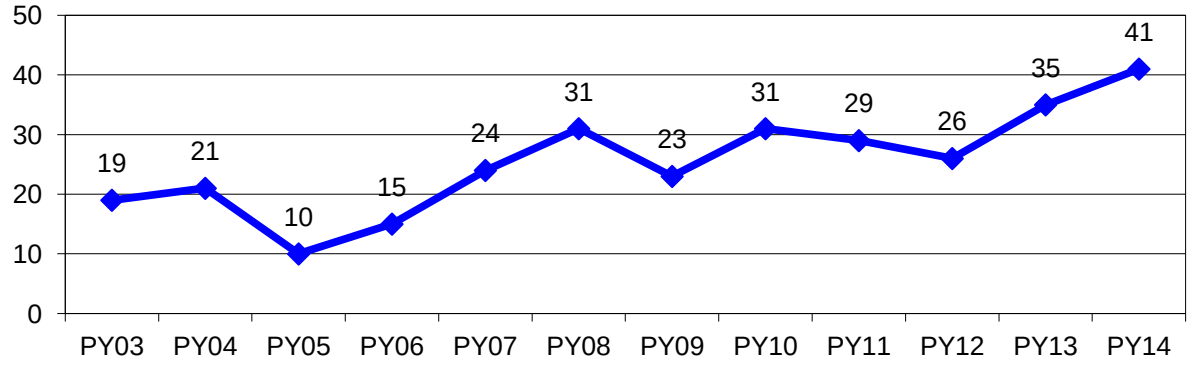
[24] At 40 hours per month, the maximum hours of adult education offered during the year in a center-based classroom ranges from 320 hours to 400 hours, depending on the length of the program year. Additional hours of adult education through other venues are available at some sites.

Figure 24. Standard Monthly Hours Offered, Benchmark for 75% Attendance, and Average Monthly Hours of Attendance in Adult Education in Program Years 2003-2014



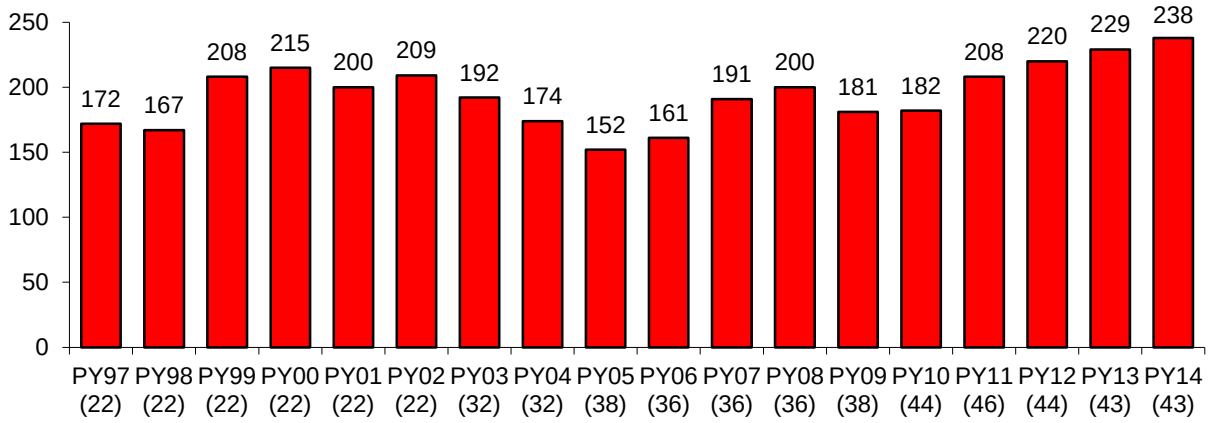
Attendance of center-based adults has fluctuated since PY03 (the first year benchmark data were analyzed). In PY03, only 19% of center-based adults met the recommended benchmark of 75% attendance—equivalent to approximately 30 hours per month (see Figure 25). This percentage increased to a high of 41% who attended at or above the recommended benchmark in PY14.

Figure 25. Percentage of Center-based Adults Who Met the 75% Benchmark for Attendance in Adult Education (an Average of at Least 30 Hours a Month) for Program Years 2003-2014



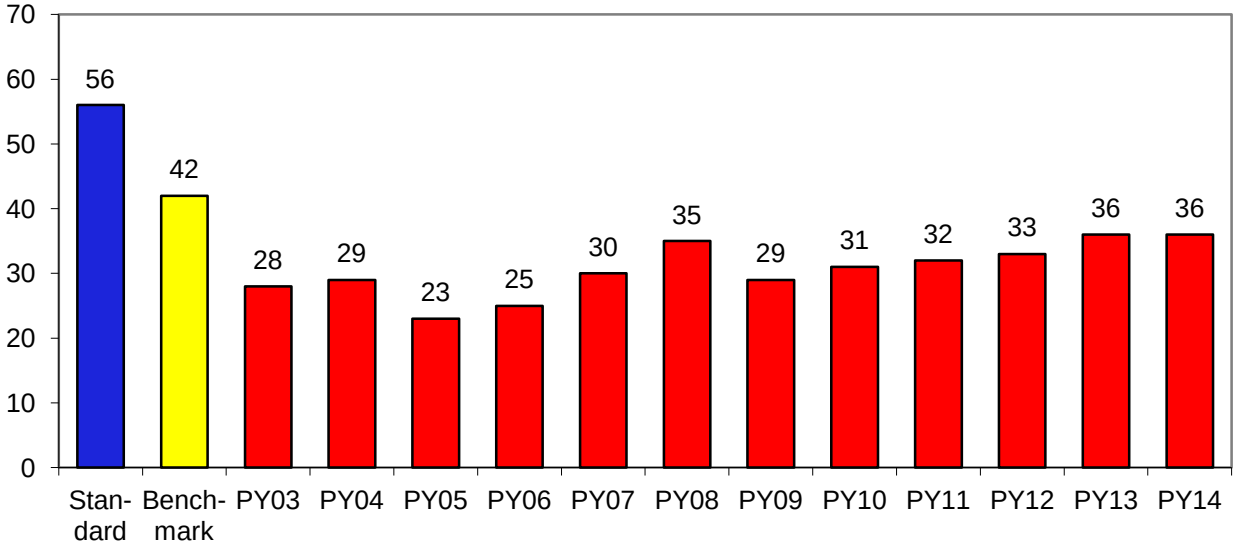
Average hours of FACE preschool attendance also fluctuated over the years, but reached its high in PY14. Children attended an average of 238 hours in FACE preschool, 9 hours more than the previous year (see Figure 26). The average attendance at FACE preschools during PY14 varied from less than 100 hours at two programs to more than 200 hours at 26 programs. At three of these programs, average attendance was more than 400 hours.

Figure 26. Average Hours of FACE Center-based Preschool Attendance at Sites in Program Years 1997-2014 (and Number of Sites)



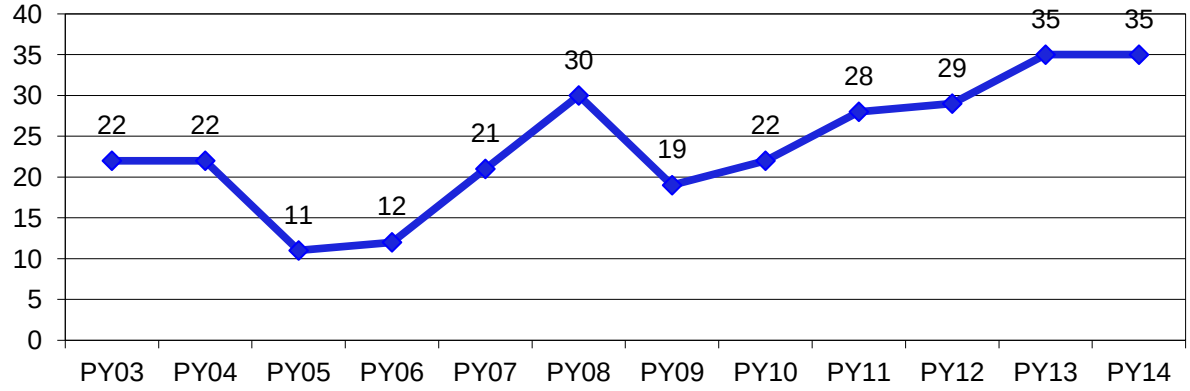
As in PY13, children attended FACE center-based preschool a monthly average of 36 hours in PY14, approaching the 75% attendance benchmark of 42 hours (see Figure 27). Children at 11 programs averaged 42 or more monthly hours of preschool attendance, meeting the benchmark. At three of these programs, the average of 56 or more hours a month of preschool attendance met the standard; at three programs, children attended an average of 50-55 hours a month. Since PY09, the monthly attendance gradually increased to the PY13 and PY14 highs of 36 hours.

Figure 27. Standard Monthly Hours Offered, Benchmark for 75% Attendance, and Average Monthly Hours of Attendance in FACE Center-based Preschool in Program Years 2003-2014



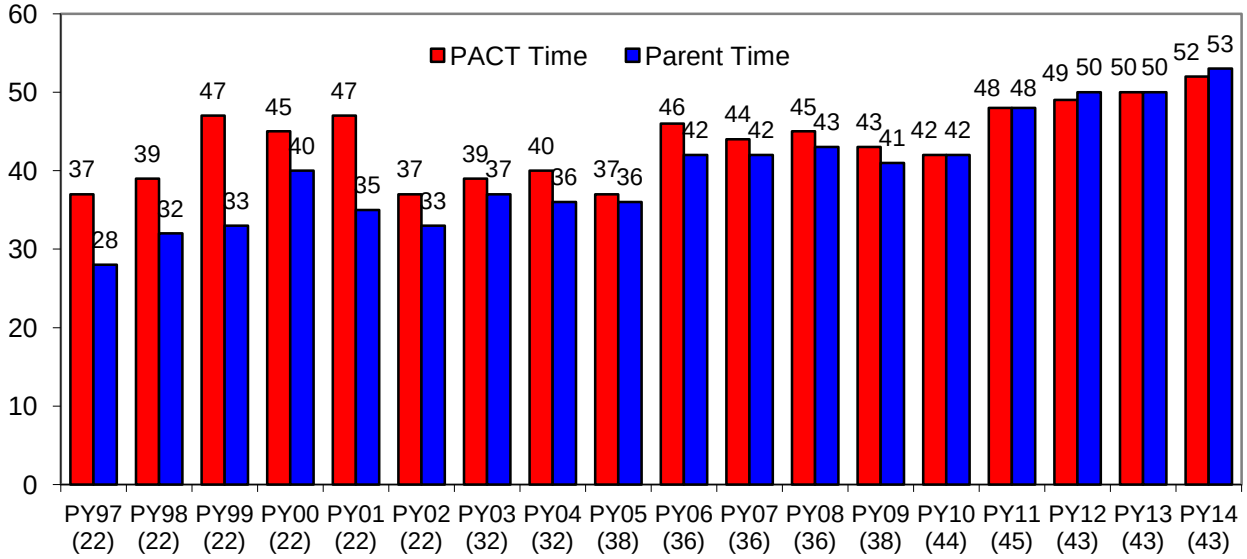
Average participation for 35% of FACE preschoolers met or exceeded the recommended benchmark of 75% attendance—equivalent to approximately 42 hours per month (see Figure 28). The percentage of preschoolers who met the benchmark in PY14 matched the PY13 high of 35%. This is a 6 percentage point increase from PY12 attendance.

Figure 28. Percentage of FACE Center-based Children Who Met the 75% Benchmark for Attendance in Preschool (an Average of at Least 42 Hours a Month) for Program Years 2003-2014



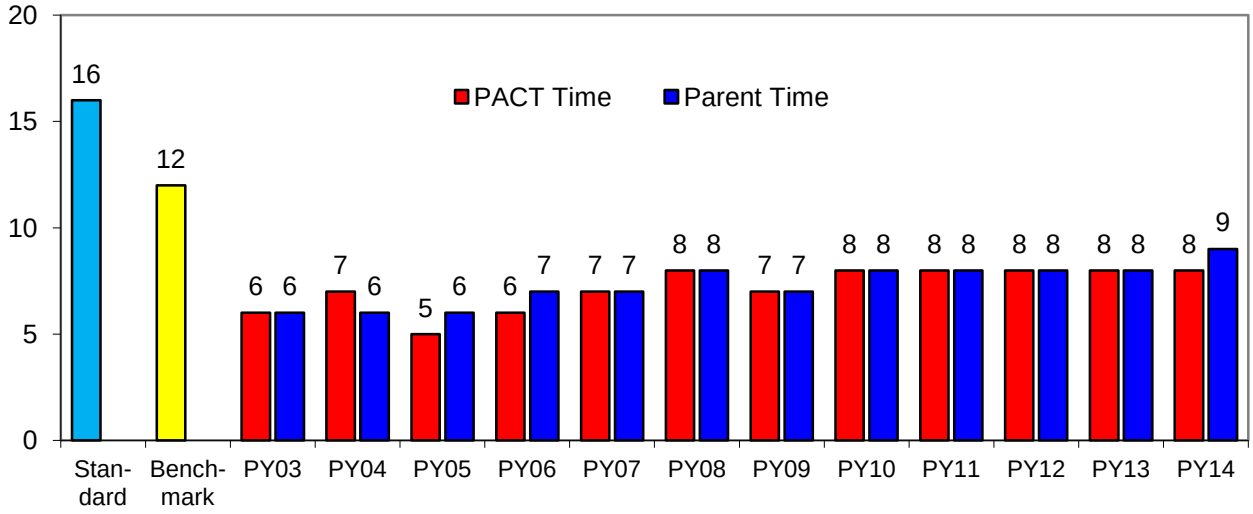
Center-based adults participated in an average of 52 hours of PACT Time and 53 hours of Parent Time, the highest average number of hours recorded (see Figure 29). Average hours of PACT Time and Parent Time at programs each range from 1 hour to 130 hours. Adults at 9% of the programs averaged 25 or fewer hours of PACT Time participation, and adults at 7% programs attended an average of 25 or fewer hours of Parent Time. Twenty-six percent of the programs averaged 65 or more hours of participation in PACT Time, and adults at 9% of the programs averaged at least 60 hours but less than 65 hours. Adults in 28% of the programs averaged 65 or more hours of participation in Parent Time; adults at 9% of the programs averaged between 60 and 64 hours of Parent Time participation.

Figure 29. Average Hours of Participation by Center-based Adults in PACT Time and Parent Time at Sites in Program Years 1997-2014 (and Number of Sites)



On average, center-based adults attended PACT Time 8 hours per month and attended Parent Time 9 hours per month, similar to recent years and approximately half of the standard for hours expected to be offered (see Figure 30). Center-based adults in 5% of the programs met the 12-hour benchmark of 75% attendance in PACT Time by attending an average of 12 or 13 hours a month. Center-based adults in 7% of the programs attended Parent Time an average of 12 or 13 hours a month. The average of 10 or 11 monthly hours of participation in PACT Time—just short of the 12-hour benchmark of 75% attendance—occurred in 26% of the programs. In 21% of the programs, the average monthly hours of participation in Parent Time was 10 or 11 hours per month, just shy of the 12-hour benchmark.

Figure 30. Standard Monthly Hours Offered and Average Monthly Hours of Participation in Center-based PACT Time and Parent Time in Program Years 2003-2014



Some parents continue their center-based participation by interacting with their K-3 children through PACT Time in the child's classroom. K-3 PACT Time occurred at 27 programs in PY14, 5 fewer programs than in PY13. A total of 60 K-3 children and 94 FACE parents participated together in PACT Time—a reduction from the 84 children and 108 parents who participated together in K-3 PACT Time in PY13. They participated for an average 51 hours—4 hours more than in PY13.

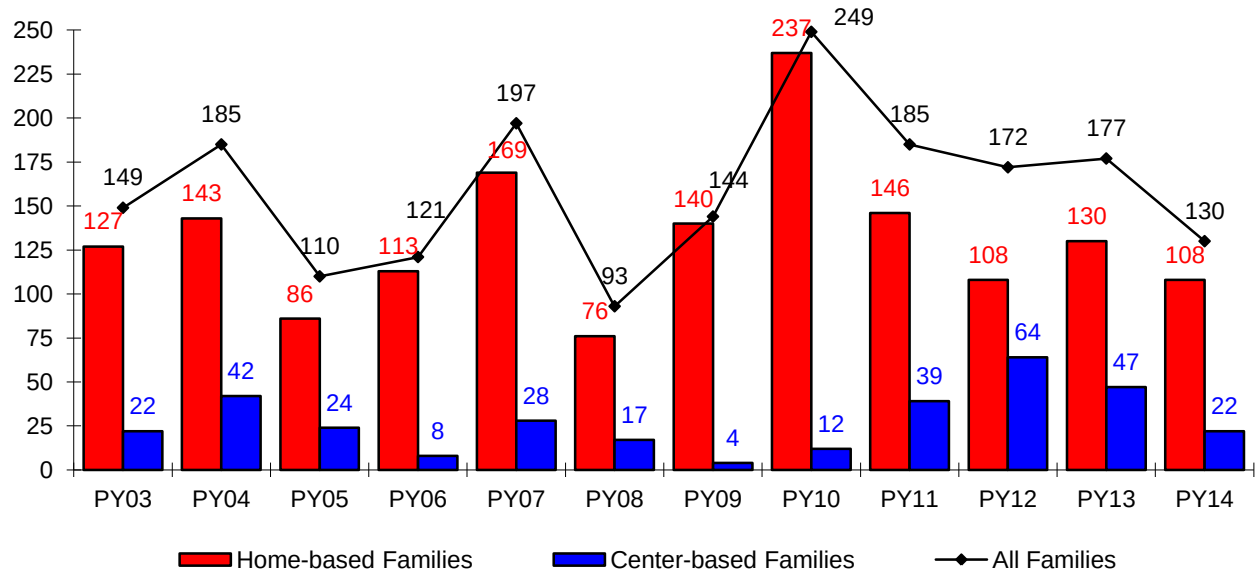
DEMAND FOR FACE SERVICES

FACE services remain in demand as evidenced by waiting lists of families who wish to participate but are not served because the program is at capacity, and by the number of adults at year-end who expect to continue FACE participation.

In each but one year since PY03, more than 100 families were waiting for FACE services at the end of the program year (see Figure 31). In PY08, the number of families on waiting lists declined below 100 families, but the number increased again to 144 families in PY09. In PY10,

almost two-thirds of the sites, twice the number of sites compared with each of the previous seven years, had waiting lists. The greatest number of adults and children participated in FACE in PY10; the high number of waiting families that year parallels the high number of participants. In PY11, the number of sites with waiting lists dropped by 10% compared with PY10 (from 29 sites to 26 sites), but the number of families waiting for services decreased by 26%. Participation in FACE also began to decline in PY11, possibly due in part to a FACE program focus on regular attendance. In PY12, 19 programs reported a total of 172 families waiting for FACE services, compared with 20 programs reporting a total of 177 waiting families in PY13. In PY14, the number of programs reporting a waiting list held steady at 19 programs, but the number of families declined from 177 families to 130 families, 108 of which were home-based families and 22 center-based families.

Figure 31. Number of Families on FACE Waiting Lists at Year End for Program Years 2003-2014



The 108 families waiting for home-based services at the end of PY14 is a decrease of 22 families from the previous year. Over the seven-year history, the number of families waiting to enroll in home-based services ranges from 76 families in PY08 to 237 families in PY10. Twenty-two families waited for center-based services at the end of PY14, the same number as in PY03 when data was first collected. The number of center-based families awaiting FACE services ranges from a low of 4 families in PY09 to a high of 64 families in PY12.

For the 19 programs that report waiting lists in PY14, the number of families at individual sites ranges from 2 to 20 families, with an average of 7 families per program (see Table 7). The number of home-based families ranges from 2 to 20 families and averages 7 families per program (reported by 15 programs). Twenty-two families awaited center-based services at 6 programs, averaging 4 families per program.

Table 7. Number of Programs with Families on Waiting List and Number, Range, and Mean of Families (N=43)

	Number of Programs	Families on Waiting List		
		Total Number	Range at Sites	Mean at Sites
FACE Services	19	130	2-20	7
Home-based Services	15	108	2-20	7
Center-based Services	6	22	2-7	4

Reasons that home-based families could not be served are provided by 11 programs. At eight of these programs, the caseload for each parent educator was at capacity. Other reasons varied. Of the three programs that report reasons for center-based waiting lists, each had full enrollment that was limited because of the size of the classroom or the lack of a certified early childhood teacher.

Demand for service is also documented by reports of participating adults who indicate their intention to continue or not continue FACE participation. At the end of PY14, 82% of 1,323 responding adults report their intention to continue their FACE participation the next year.

Of the 18% of adults (238 adults) who indicate that they will not continue in the FACE program, most provide reasons related to external factors (see Table 8). Of these adults, 35% participated in only center-based services during PY14, 58% participated in only home-based services, and 7% participated in both center- and home-based services. Employment issues prevent one-fourth of the adults from continuing in FACE. Twenty-four percent of the adults report that they have no child with whom to attend (slightly more than three-fourths of their FACE children will enroll in kindergarten). For 24% of adults, a slightly greater percentage than in PY13, their FACE child would enter a preschool other than FACE. Twenty percent of families were moving from the area. In PY12, 19% of discontinuing adults report that they would be continuing their education elsewhere; 13% of the PY13 and PY14 adults report this reason.

Table 8. Percentage and Number of PY14 Adults Providing Reasons for Discontinuing FACE Participation[25] (N=238)

Reasons	Percentage	Number
Employment	25	59
Have no child with whom to attend	24	58
FACE child will enter a preschool other than FACE	24	58
Moving from area	20	48
Adult will continue education in another educational program	13	31
Other	14	33

[25] The percentage totals more than 100 and the number totals more than 238 since some respondents selected more than one reason option.

Regardless of their reason for discontinuing FACE participation, many of the adults who are leaving the program have educational plans for their future. Thirty-nine percent indicate their intent to participate in some form of education following FACE participation (see Table 9). Approximately one-fourth of discontinuing adults plan to enroll in college classes and 8% plan to enroll in GED classes. A few plan to enroll in vocational education (2%), to complete high school (2%), or to participate in ABE classes (1%).

Table 9. Percentage and Number of Adults Enrolling in other Educational Programs/Classes Following Discontinuation of FACE Participation at the End of PY14 (N=238)

Program/Classes	Percentage	Number
College	26	62
GED classes	8	20
Vocational education	2	5
High School	2	5
ABE classes	1	3

FACE PLANNING AND CURRICULUM AND INFORMATION MANAGEMENT CHANGES

Throughout the history of the FACE program, services have been strengthened through ongoing program planning and continual refinements made to curricula and information management strategies. The effectiveness of planning time is described in this section. Implementation of Let's Move in FACE is described next, followed by Family Transitions. This section concludes with a discussion of types of technical assistance received during PY14 and program challenges and areas of support that programs need.

Improved Effectiveness of Planning Time

FACE training, especially since PY07, has emphasized effective use of the weekly FACE planning day for various purposes. To help identify program needs, staffs rate and describe the effectiveness of their planning time for program planning and other activities, such as documentation, team building, engaging in other FACE activities, and engaging in school and community activities. The primary purpose for the day when no services are offered is for planning. In 2014, all but three programs set aside one day for planning and other activities. At one site, full team planning did not occur because the parent educators worked four 10-hour days; individual and component planning did occur. At the two sites where the programs provided services five days a week, the team planned together at various times when the week's schedule allowed everyone to meet. One program offered services five days a week to accommodate families' schedules and then returned to four-days-a-week services with a planning day. They write,

We started the year with a set day and then switched the day because of implementation of a 5-day trial class day to try and recruit more students. The changed day was challenging and it became difficult to keep that day as a meeting day. Schedules collided and finally the 5-day trial was dropped and now we are getting back on track to more consistent meeting times.

FACE program staffs are expected to use their planning time for the full FACE team, program components, and individual planning. They are also expected to use their planning time for documentation and team building. All staffs use their planning time for home-based planning, center-based planning, and professional development. Almost all staffs also use their planning sessions for full team planning (41 staffs), individual planning (42 staffs), documentation (41 staffs), attending school activities (42 staffs), and attending community activities (40 staffs). Fewer staffs reported using planning time for team building (37 staffs), providing personal visits (38 staffs), recruiting and retention (39 staffs), and helping in school (39 staffs).

Of staffs who rated the effectiveness of their use of planning time, most believe that they are at least *somewhat effective* in using their planning time for the various types of planning (see Table 10). However, one to three programs rated themselves as *not very effective* in their use of planning time for documentation, team building, providing personal visits, recruiting and retention, helping in school, and attending school and community activities.

- Approximately three-fourths of programs (a 12 percentage points decrease compared with the previous year) report that they *very effectively* engage in team planning.

- Almost 80% of programs report that they *very effectively* engage in individual planning during their planning day.

- Seventy-one percent of programs indicate that they *very effectively* use their planning time for home-based team planning.

- Seventy-seven percent of programs report that they *very effectively* use planning time for center-based team planning, a two percentage point decrease compared with the prior year.

- Only 70% of FACE staffs rate their use of planning time for documentation as *very effective* compared with the previous two years when 86% did so.

- Sixty-five percent of programs rate the use of their planning day for team building as *very effective* compared with the previous year when two-thirds did so; 32% rate themselves as *somewhat effective*. Three percent rate themselves as *not very effective*, indicating a continuing need for additional support in this area.

Table 10. Percentage Distribution of FACE Programs Rating Effectiveness of the Use of Planning Day for Intended Purposes in PY14

	Number of Staffs Reporting Use of Planning Time	Number of Staffs Rating Effective-ness	Percentage of Staffs Rating Effectiveness		
			Not Very Effective	Somewhat Effective	Very Effective
For Planning, Documentation, and Teaming					
Full FACE team planning	41	41	0	24	76
Individual planning	42	42	0	21	79
Home-based team planning	43	42	0	29	71
Center-based team planning	43	43	0	23	77
Documentation	41	40	3	28	70
Team building	37	37	3	32	65
For Other FACE Program Activities					
Providing personal visits	38	38		16	84
Recruiting and retention activities	39	39	3	43	54
Professional development	43	43	0	40	60
For School or Community Activities					
Helping in school	39	39	3	31	66
Attending school activities	42	42	2	24	74
Attending community activities	40	40	3	40	57

Staffs report their use of time during their planning day for other FACE program activities.

- Of those programs that use part of their planning day to conduct personal visits, 84% report that they *very effectively* use their time for this activity, an increase from the previous three years' reports.

- Fifty-four percent of programs that use part of the planning day for recruitment and retention indicate that they use this time *very effectively*, a slightly lower percentage compared with the previous year. Forty-three percent report that their use of planning time for this purpose is only *somewhat effective* and one program reports it as *not very effective*, indicating a continued need for additional assistance in this area.

- Sixty percent of staffs report use of the planning time for professional development as *very effective* and 40% believe it is *somewhat effective*.

Compared with the previous year, increased percentages of staffs report that they use part of their planning time for school or community involvement.

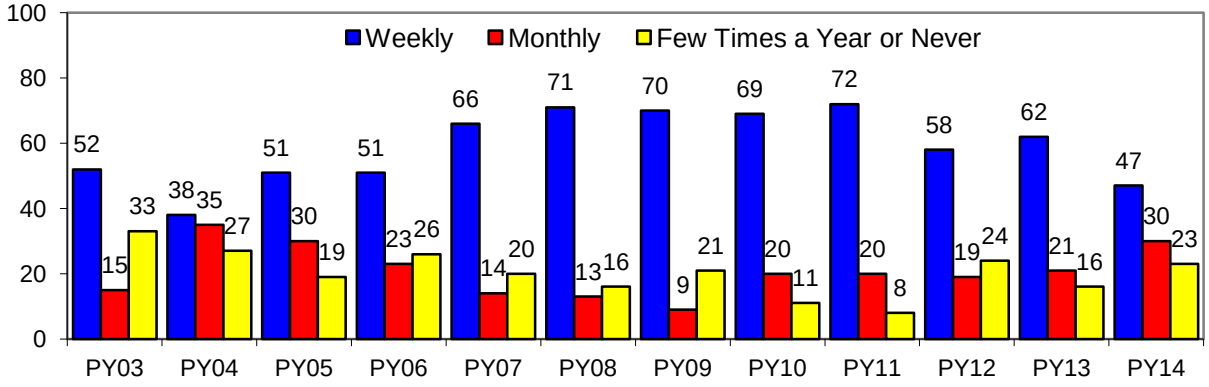
- Two-thirds of staffs report *very effective* use of planning time for helping in the school and almost three-fourths report *very effective* use of planning time for attending school activities, similar to past years. Between one-third and one-fourth of staffs believe these activities are only *somewhat effective* or *not very effective*.

- Almost 60% of programs report *very effective* use of planning time for attending community activities, a five percentage point decrease from the previous year. Forty-three percent of programs believe that their attendance at community activities is only *somewhat effective* or *not very effective*.

Approximately one-fourth of programs report additional uses of their planning time. One or two programs report using planning time for coordinating with local service providers, conducting FACE Family Circle meetings, meeting with or working with center-based adults, taking field trips with families, shopping for supplies, cleaning and organizing classrooms, preparing materials for the next week, and/or engaging in celebrations.

It is important that FACE program staffs interact with school administrators on a regular basis to help ensure a strong FACE program. This interaction often takes place during the planning day meetings; the principal or another school administrator is considered a member of the FACE team. The frequency of contact with the administration appears to be declining. Forty-seven percent of FACE staffs meet with their school administrator on a *weekly* basis, a notable decrease compared with the past nine years when between 51% and 72% of staffs met *weekly* with administration. The percentage of staffs meeting weekly with the administration decreased from a 72% high in PY11 to 58% in PY12 and to 47% in PY14, the second lowest percentage since PY03 when data was first obtained. Thirty percent meet on a monthly basis, and 23% meet only a *few times a year* or *never* (see Figure 32.)

Figure 32. Percentage of FACE Staffs Who Met With Administrators by Frequency of Meetings for Program Years 2003-2014



Fitness and Healthy Eating

The FACE program welcomed the adoption of the Let's Move in FACE initiative in PY10 because a healthy life style has been addressed programmatically since FACE's inception. Support for the Let's Move in Indian County initiative has continued. The November PY10 FACE newsletter emphasized fitness and healthy eating and successes at individual programs were highlighted. The first three newsletters of PY12 were dedicated to various aspects of the Let's Move in FACE initiative. At the 2012 FACE National Meeting, Let's Move in Indian Country was highlighted by a keynote address by the General Manager of Nike N7 and by the Nike sponsored FACE Fun Run/Walk. A pre-session workshop and six concurrent sessions devoted to physical fitness and/or healthy eating occurred over the course of the pre-meeting day and the following three meeting days. In May 2012, the BIE FACE program was commended for exceptional work in preventing childhood obesity by the First Lady's Let's Move! Childcare Initiative.[26]

At the end of PY14, programs were asked to describe how they integrate the Let's Move initiative into their curriculum. All programs integrate healthy living into their curriculum, and 37 programs specifically report they implemented the Let's Move in FACE initiative during PY14; 30 of these programs also described ways in which it is implemented.

Home-based Approaches

Approximately 40% of the FACE programs described how they integrate the Let's Move initiative into the home-based component; mostly, FACE Family Circles and personal visits serve as the venue for doing so. Physical exercises are starting activities, ending activities, or the main focus of the meeting; and presentations are made on such topics as being physically active as a family, prevention and maintenance strategies for diabetes, and a drug- and alcohol-free life style. The FACE home-based staff calls on community members, local health professionals and health-related programs, such as the Navajo Special Diabetes Program staff, to help with the initiative. A staff writes,

> *During all FACE Family Circles, we talked with families about being more active and healthy as a family, and we also did some physical activities at more than 60% of the FACE Family Circles. We sent "homework" for families to do together to be more healthy. Oglala Sioux Tribe Health Administration presented on a variety of health-related topics. We encouraged families to participate in the school powwows...Teca Wacipi Okolakiciye. Home-based took their end-of-the-year field trip to Evans Plunge, where families swam together.*

Staffs use various resources for addressing healthy lifestyles during Family Circles; for example Walk in Beauty to support nature walks, Physical Activity Kit (PAK) and Let's Move exercise routines and Zumba movements. (These activity kits include such topics as Stress Management for Families, Encouraging Family Fitness, and Providing Healthy Meals.) Families are given

[26] www.bia.gov/cs/groups/public/documents/text/idc-018330.pdf

Let's Move goal sheets to log their physical activity throughout the year. They are recognized, and they receive incentives for their efforts.

Programs offer field trips that include increased exercise and sponsor runs/walks. For example, staffs organize hikes, nature walks, and swimming activities.

Two programs report that parent educators bring the initiative to home-based families during their personal visits by sharing information on healthy eating and exercise. (The Foundational Curriculum offers content on fitness, healthy lifestyles, and nutrition.) They promote community activities, such as powwows, or the use of the community's wellness center or other community exercise facilities to advance the focus on a healthy life style.

Center-based Approaches

Programs engage FACE participants in physical activities at least weekly; for almost 45% of reporting programs, their daily center-based schedule includes exercise. The daily or weekly schedule at approximately 30% of the programs includes time for walking for adults or adults and children. At least half of programs offer a regular daily or weekly exercise routine that varies (e.g., dance, stretching exercises, gross-motor activities for children, group fitness/workout for adults, yoga, gym exercise, basketball, bowling, and swimming). At 48% of schools, FACE children have physical education classes with the school teacher at least weekly. Adults use a gym on a regular basis in at least six FACE communities.

Resources used by staffs include the Physical Activity Kit (PAK) based on best and promising practices to increase physical activity. "The goal is to increase the time American Indians and Alaska Natives spend in medium to high activity for all ages across life span"[27] to promote the healthy living agenda. Other curricula include S.P.A.R.K. (a "research-based highly active physical education curriculum for Pre-K – 12")[28] and Lifestyle Balance Program (research-based modification of the Diabetes Prevention Program's Lifestyle Change Program, with two goals: "lose 7% of weight through healthy eating" and "achieve and maintain a physical activity level of at least 150 minutes each week of moderate intense activity similar to a brisk walk."[29] Curricula mentioned by staff in 2014 include Way of the Circle (an IHS nutrition and exercise curriculum designed "to prevent pre-diabetes and diabetes through healthier eating and physical activity"),[30] and S.M.A.R.T. Boost-Up (a "multi-sensory approach to teaching and learning designed to develop and enhance the critical readiness skills students need in school").[31] Other materials/ideas used include Let's Move! toolkit/resources; Walk Away The Pounds CD; weigh-ins for biggest loser contest; attendance at wellness fairs; use of goal sheets, logs, and incentives; participation in school powwows; calculation of Body Mass Index; Brazilian Butt Lift video,

[27] http://www.ihs.gov/hpdp/index.cfm?module=dsp_hpdp_resources_physicalactivitykit. Obtained 10/3/12.
[28] http://www.sparkpe.org. Obtained 10/3/12.
[29] http://www.diabetesprevention.pitt.edu/GLB/Guidance.aspx. Obtained 11/6/14.
[30] http://www.ihs.gov/nutrition/documents/TrainerIntroductionWayOfTheCircle.pdf. Obtained 9/18/13.
[31] http://www.themlrc.org. Obtained 10/3/12.

Zumba dance workout; and JAMin Minutes® (a Let's Move! resource from the JAM [Just-a-Minute] School Program created by Health-E-Tips).[32]

One program sponsors a community-wide running/walking event and one program sponsors an annual community-wide co-ed basketball tournament. One program schedules field days. These events are open to both home-based and center-based families.

FACE programs collaborate with other service providers to promote healthy living. Collaborators include not only school personnel (e.g., physical education teachers, school counselors, and school nurses), but also community-based service organizations. Some of those mentioned are Navajo Nation Special Diabetes Program, Indian Health Service, Genesis Diabetes Prevention Program, To'Hajiilee Behavioral System Program, First Things First, Gila River Health Care, Community Wellness Center, Oglala Sioux Tribe Health Administration, and MOVE program. (MOVE is a "national weight management program designed by the Veterans Administration National Center for Health Promotion and Disease Prevention.")[33] One staff describes its efforts to support a healthy lifestyle.

> *Center-based adult education worked with the Navajo Special Diabetes Program to implement the Lifestyle Balance Program. Home-based and center-based parents were able to learn about how to live a healthy lifestyle. Families also walked after lunch. Family Circle used Let's Move activities to get families moving.*

Five programs describe their center-based efforts to address healthy eating as part of implementing the Let's Move initiative. Class instruction includes teaching parents to read food labels, to plan healthier meals, to count calories, and to understand nutritional values of foods and proportion size. Other activities include weigh-ins, Body Mass Index calculations, and gardening.

Family Transitions

FACE staffs are charged with assisting their families in their transition from FACE services to new educational opportunities or to the work environment. Programs are expected to maintain a written transition plan that defines procedures to help guide their work with individuals. Almost all programs have a written transition plan that includes procedures for transitioning from home-based to center-based (95%) and from center-based to kindergarten (93%). See Table 11. The plan for almost 85% of programs includes procedures for transitioning FACE adults to other education programs or to work. Seventy percent of transition plans include a section on transitioning from the home-based program to a preschool other than FACE, and approximately 45% of transition plans include a section on transitioning from the home-based program to kindergarten. In PY14, 41 programs report that they provided transition services to children or adults or families. Thirty-nine programs provided transition services to children, 39 provided transition services to adults, and 38 provided transition services to families. Most children who

[32] http://www.healthetips.com/jam-program.php. Obtained 9/18/13.
[33] http://www.move.va.gov/ Obtained 10/4/12.

were assisted were transitioning from the center-based program to kindergarten (169 children) and from the home-based program to the center-based program (124 children). Additionally, 51 home-based children were assisted in transitions to other preschools, and 25 were helped with their transition to kindergarten. Most adults who were assisted were transitioning from FACE to other programs for adults (218 adults) and from the home-based program to the center-based program (109 adults).

Table 11. Percentage of Programs with Type of Transition Included in Written Plan and Number of Children, Adults, and Families Assisted during PY14 and Number of Programs Assisting.

	Programs with Written Transition Plan		Children Assisted		Adults Assisted		Families Assisted	
Type of Transition	%	(N)	# of Children	# of Programs	# of Adults	# of Programs	# of Families	# of Programs
From home-based to center-based	95	(42)	124	34	109	32	106	33
From home-based to preschool (other than FACE)	70	(40)	51	20	28	12	44	18
From home-based to kindergarten	46	(41)	25	10	16	5	21	7
From center-based to kindergarten	93	(42)	169	36	95	22	150	31
From FACE to other programs for adults (Example: work, education)	83	(41)			218	30	190	23

Technical Assistance Provided and Continuing Program Challenges

At the end of PY14, programs reported on the types of technical assistance they received from PAT and NCFL during the program year and rated the quality of the support. They also described program challenges and their ongoing needs for technical assistance.

Four types of technical assistance are offered by each provider: on-site visits, webinars, technical assistance support calls, and implementation conference calls (e.g., start-up and end-of-year calls). PAT also offers face-to-face trainings. Each type of technical assistance was rated as (1) *insufficient*, (2) *sufficient*, or (3) *exemplary*. Programs received one on-site visit from each provider and participated in an average seven webinars from each provider (although more webinars were offered). For the home-based component, all programs participated in webinars, ranging from 2 to 15 webinars. Almost all participated in technical assistance support calls, approximately 85% participated in implementation conference calls, and almost 60% received at least one on-site visit (see Table 12).[34] For the center-based component, all programs participated in webinars, ranging from 2 to 25 webinars, and almost all programs received at least one on-site visit. Sixty percent participated in implementation conference calls, and 55%

[34] Home-based on-site visit data are missing for four programs and one program did not report on the other three types of technical assistance.

participated in technical assistance support calls.[35] For both components, each type of assistance received an average rating between 2.1 and 2.3, slightly more than *sufficient*.

Table 12. Percentage of FACE Programs That Received Technical Assistance and Percentage and Average Rating of Sufficiency of Support

	Programs That Received Technical Assistance (43)		Percentage of Programs that Rated Service				
Type of Technical Assistance	Percentage	(N)	Insufficient 1	Sufficient 2	Exemplary 3	Average	(N)
HOME-BASED							
On-site Visits	59	(39)	9	57	34	2.3	(35)
Webinars	100	(42)	5	79	17	2.1	(42)
Support Calls	95	(42)	5	58	37	2.3	(43)
Implementation Conference Calls	86	(42)	5	56	38	2.3	(39)
CENTER-BASED							
On-site Visits	98	(43)	10	46	44	2.3	(41)
Webinars	100	(41)	14	55	31	2.2	(42)
Support Calls	55	(40)	15	47	38	2.2	(34)
Implementation Conference Calls	60	(43)	24	32	44	2.2	(34)

Programs were asked to describe challenges during the year and technical assistance currently needed. Twenty-eight percent of FACE home-based programs indicate that there were no challenges or needs for further technical assistance, while 72% report site-specific challenges and further needs. Twenty-six percent of FACE center-based programs report no challenges or further needs for technical assistance, whereas almost three-fourths report challenges and further needs. Five programs report that they have no challenges or further technical assistance needs across their two components.

Home-based Challenges and Technical Assistance Needs

Challenges and technical assistance needs fall into four categories, each reported by 7% to 51% of the 43 home-based programs. The categories include training, record keeping, transportation, and attendance. Other program-specific challenges and needs are mentioned.

More than half of the FACE home-based programs report that assistance is needed to help address challenges with on-going professional development and new staff training. Thirteen

[35] Center-based support calls data are missing for three programs and one or two programs did not report on the other three types of technical assistance.

programs began the year with a new parent educator or lost a parent educator during the year. Those that start the year with a new parent educator or who hire a new staff member are challenged by the need for training. Two programs with new staff members trained on the Foundational Curriculum for prenatal to 3-year-old children report the need for training on the curriculum for 3- to 5-year-olds to better serve many of their families. Four new parent educators hired during the year need the Foundational Curriculum training and are unable to acquire it until later.

Four programs report problems with the timing of technical assistance support calls, conference calls, or webinars. For these programs, these forms of professional development are scheduled when the staff is engaged in other responsibilities or when school is not open. Several programs report that Friday conference calls are impractical due to scheduling conflicts; the staff at one site works 10 hours a day four days a week and does not work on Friday. Four programs have difficulties accessing webinars because of technical difficulties. Two staffs that value site visits report that their programs did not receive a site visit during the year. The visits were offered late in the year and could not be scheduled or had to be cancelled due to spring break, travel restrictions, scheduled school conferences, or weather. Two programs report that the training they received is not sufficient to meet their needs. Three programs conclude that "face-to-face" professional development is best. One program writes,

> *Although we have participated in all PAT webinars, we would rather have face-to-face trainings. We feel this is more beneficial and you get to talk with other parent educators about issues you can help each other with.*

Eleven home-based components had at least one new parent educator in PY14. Since slightly more than half of the home-based programs express concern about training and on-going professional development, technical assistance data were examined for the programs staffed with at least one new parent educator. Each of these programs provides some information about the technical assistance they received (see Table 13). Eight of the programs report that they received at least one site visit. Ten programs report that they participated in webinars, for an average of eight webinars. Ten of these newly-staffed programs report that they participated in technical assistance support calls, and eight report that they participated in implementation conference calls.

Table 13. Percentage Distribution and Average Rating of Sufficiency of Support by Programs With at Least One New Parent Educator in PY14

Type of Technical Assistance	Number That Reported Receiving Technical Assistance (11)	Insufficient 1	Sufficient 2	Exemplary 3	Average	(N)
On-site Visits	8	0	70	30	2.3	(10)
Webinars	10	9	82	9	2.0	(11)
Support Calls	10	0	73	27	2.3	(11)
Implementation Conference Calls	8	0	56	44	2.4	(9)

On average, programs rate the support at least 2.0, *sufficient*, for all four types of technical assistance. Implementation conference calls received the highest average rating, 2.4. Webinars received the lowest average rating, perhaps because some staffs question their sufficiency for training new parent educators who have not yet received implementation training or who have little experience delivering the curriculum.

Slightly more than 20% of the FACE programs report home-based challenges managing record keeping requirements for the school, the FACE program and home-based services. Two programs report challenges using the Native American Student Information System (NASIS).[36] One of these programs also reports challenges using the Infinite Campus student information system calendars, saying,

> *Infinite Campus calendars for FACE and getting NASIS numbers were a challenge. We had trouble getting schedules done in Infinite Campus, so did not get started recording attendance at the beginning of the year. We focused on getting NASIS numbers for every participant but attendance was incomplete.*

Seven FACE programs report challenges using Visit Tracker and say that more training is needed on this record keeping/reporting tool. Making time to input data into the Visit Tracker system is reported as a problem for several programs. One program reports difficulties with "yearly input, exiting families, and Family Circle input." One program simply says, "There were numerous Visit Tracker glitches." One program believes that a device that could access the Internet while working away from the office could help improve record keeping and program delivery.

For 12% of programs, transportation is an issue, three of which have problems accessing vehicles for parent educator use. The other two programs have problems helping their families with transportation to Family Circle and other program functions.

Attendance issues are reported by 7% of FACE programs, two of which report low attendance at FACE Family Circles. One program reports challenges with re-scheduling personal visits:

> *We have a waiting list of participants and the distance of travel between homes consists of a lot of miles, [so that when] parents do not keep their schedules, they are taken off the [participating] list. Then they are wanting to come back without waiting [for a spot to open up again]. [Continuing their service] is our greatest challenge.*

One program reported each of the following challenges: accessing curriculum updates online and figuring out where they fit in the curriculum guide, rescheduling personal visits because of the need to serve as a substitute when a classroom teacher is absent, sufficient space for FACE Family Circles, finding preschool programs for children not eligible for FACE because a parent cannot attend center-based, knowing how to use the toolkit during a personal visit because the

[36] The BIE's Native American Student Information System (NASIS) is a special application by the company that developed the Infinite Campus Student Information System.

well-being section lacks the specificity needed by the parent educators, and low morale due to the unknown future of FACE.

Center-based Challenges and Technical Assistance Needs

Generally, challenges and technical assistance needs group into three categories: training/on-going professional development, reported by 53% of programs; recruitment/enrollment/retention, reported by 21% of programs; and program implementation, reported by 14% of programs. Program-specific challenges and needs are also mentioned. Some of the challenges are school/community/policy issues that technical assistance providers are not able to resolve.

Almost 55% of programs report challenges and technical assistance needs in the area of training/on-going professional development. In part, this reflects the budget cuts that necessitated a reduction in the amount of technical assistance and professional development available to FACE staffs in PY14. Fourteen programs have teacher vacancies or are staffed with new teachers who, reportedly, have not received any or sufficient training specific to implementing FACE. Nine programs write about the sufficiency or quality of the webinar mode of training. Five of these programs explain that webinars are not an adequate training mode for new staff members learning to implement the FACE early childhood and adult education curriculums, essential to the fidelity and quality of the FACE model. Four additional programs cite technical problems that occur while participating in webinar training sessions, which compromise learning.

Three programs describe difficulty contacting the technical assistant provider or getting the help needed. Staff members at some programs are unsure about whom to contact for assistance and feel isolated with their problems. As one program writes,

> *Adult education and early childhood feel they need more face-to-face contact to help implement new material and support.*

Ten programs had new center-based staff members in 2014. All ten programs received technical assistance visits (see Table 14). Eight programs report that they participated in webinars. Six of these programs report participating in 11 webinars on average, almost twice as many as the average number for programs with no new teachers (6 webinars on average).[37] Half or less of the programs with new teachers participated in support or implementation conference calls. Average sufficiency of support ratings range from 2.1 to 2.4 for the four technical assistance areas.

[37] Two programs did not report the number of webinars in which staff members participated.

Table 14. Percentage Distribution and Average Rating of Sufficiency of Support by Programs With at Least One New Center-based Teacher in PY14

Type of Technical Assistance	Number That Reported Receiving Technical Assistance (10)	Insufficient 1	Sufficient 2	Exemplary 3	Average	(N)
On-site Visits	10	10	50	40	2.3	(10)
Webinars	8	20	50	30	2.1	(10)
Support Calls	5	14	29	57	2.4	(7)
Implementation Conference Calls	4	17	50	33	2.2	(6)

Slightly more than 20% of programs cite recruitment/enrollment/retention challenges and technical assistance needs. Four programs report that the background check procedure cost their programs participants because the clearance procedures take too long and potential participants tire of waiting, the applicants find the process to be intimidating, or there is no appeal process for clearance decisions. Other factors that affect recruitment/enrollment/retention include lack of child care for siblings, parents' conflicting schedules, financial stresses, and other family problems that the program is unable to help solve.

Almost 15% of programs report program implementation challenges. The nature of the challenges vary and include developing lesson plans that incorporate the common core standards, organizing classrooms for better learning, making do until materials are received, teaching culture and language in the early childhood classroom, implementing the FACE guidelines, and tracking adults using an educational goal plan.

Other challenges were each reported by one or two programs. They include the following: sufficient storage space or classroom space, setting up FACE calendars in Infinite Campus, clarifying if accreditation by the National Association for the Education of Young Children (NAEYC) is still a priority with FACE, maintaining the morale of the staff given the uncertainty of the future of FACE, lack of administrative support, beginning the program at the same time as the regular school, understanding center-based changes to come, coordinating intervention services for preschoolers who live in another county, MAPS testing (Measure of Academic Progress testing system), using NASIS, need for IT support, and need for equipment. One program writes,

> *IT service to keep computers up to date and use of a large capacity printing machine to make copies and booklets in center-based. A larger classroom for adult education students has been on our list for the past three years; the parents do a lot of work with the use of small space.*

One FACE center-based program, that received technical assistance visits and reports no challenges or technical assistance needs, writes,

We were fortunate to be able to have two visits this year, which enabled our center-based program to change some areas from need-to-improve to strengths. [The technical assistance provider] is awesome and extremely knowledgeable.

FACE OUTCOMES

This section of the report describes the outcomes for FACE children from birth to 5 years of age, adults, home-school partnerships, community partnerships, and integration of Native language and culture. The outcomes are examined within the context of the FACE program goals.

OUTCOMES FOR CHILDREN FROM BIRTH TO 5 YEARS

The program goal to *promote lifelong learning* provides the foundation for offering FACE services to children from birth to 5 years of age. Progress toward achievement of this goal is measured through health and screening records, preschool student assessments, and parent observations.

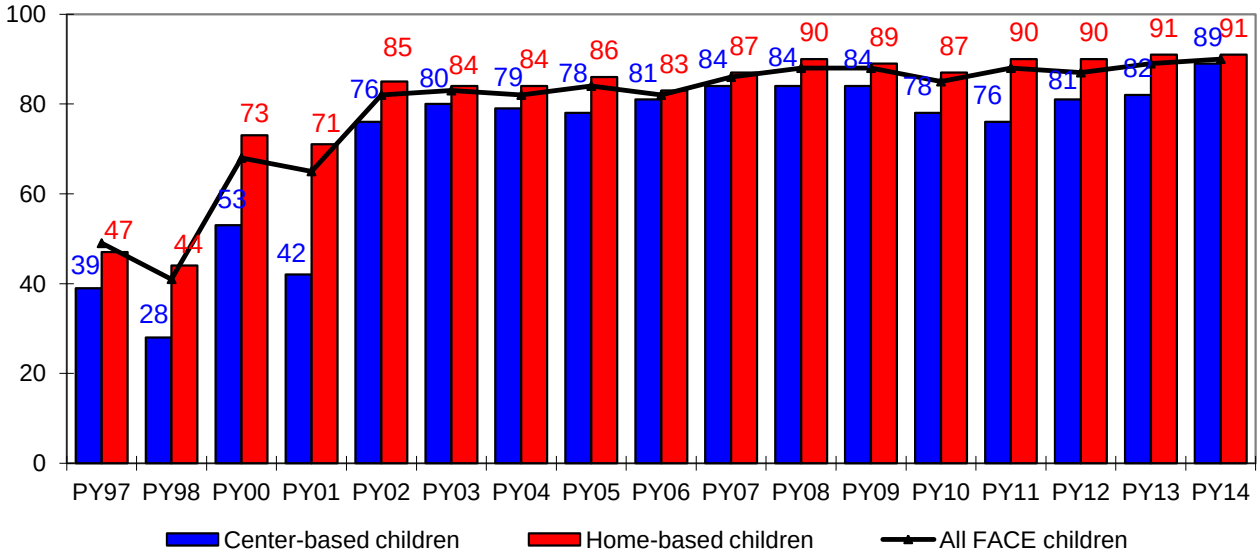
Early Screenings

Early identification of concerns about children's health and development and obtaining appropriate resources for children are essential FACE services. Health information is collected at the time of children's enrollment, and various screenings and assessments are conducted to help parents routinely monitor the development of their FACE children.

FACE programs provide documentation of screening that is conducted for children in the areas of language development, gross and fine motor skills, cognitive development, social-emotional development, hearing, vision, dental health, and general health. Some of the screening is provided directly through FACE services and is documented through a variety of procedures; some is provided indirectly through other community services. All of the screening data are aggregated to provide comprehensive screening information about FACE children.

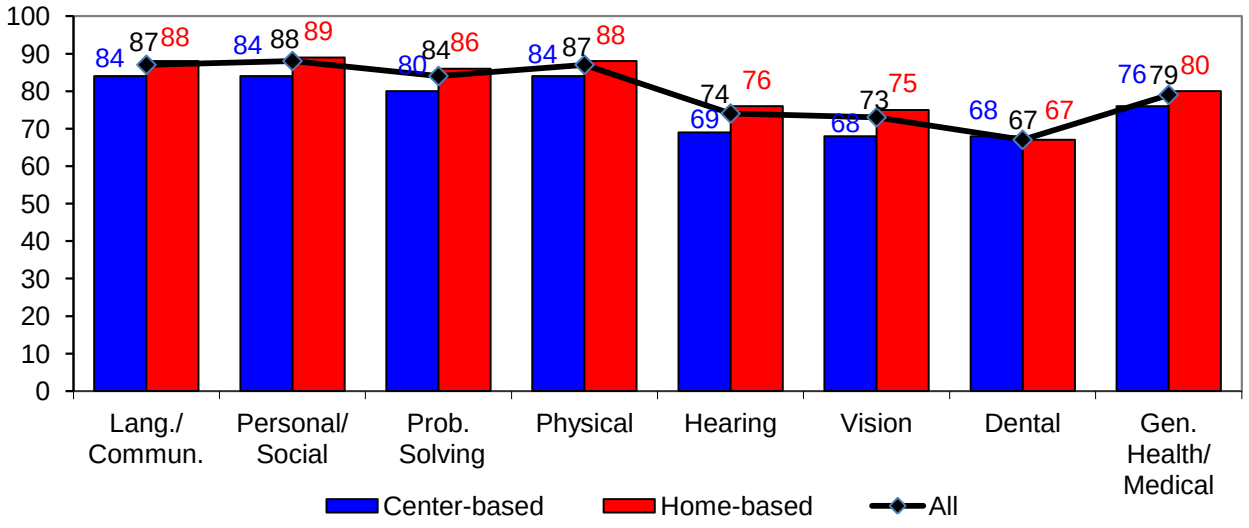
Screening records indicate that 90% of FACE children received some type of screening in PY14, approaching the goal of appropriate screening services for all children (see Figure 33). This is more than twice the percentage of children who were screened since the data were first reported in PY97. Screening services were provided to 91% of home-based children and 89% of center-based children, the highest percentage yet recorded for screening center-based children

Figure 33. Percentage of Center-based, Home-based, and All FACE Children Who Received Screening Services in Program Years 1997-2014[38]



In all areas of screening except dental screening, slightly higher percentages of home-based children were screened than are center-based children (from 1 to 7 percentage point differences). (see Figure 34). Overall, the percentages of children screened in the various areas are either the same as the previous year or differ only slightly.

Figure 34. Percentage of PY14 Home-based, Center-based, and All FACE Children Who Were Screened—by Screening Area



Most children were screened in the areas of language/communication (87%), personal/social development (88%), problem solving (84%), and physical development (87%). Slightly more

[38] 1999 data not available.

home-based children than center-based children were screened in language/communication (88% and 84%, respectively), personal/social development (89% and 84%, respectively), problem solving (86% and 80%, respectively), and physical development (88% and 84%, respectively).

Three-fourths of home-based children and two-thirds of center-based children were screened for hearing and vision. Two-thirds of children received dental screening. Eighty percent of home-based children and 76% of center-based children received general health/medical screening.

Detection of Potential Learning and Developmental Concerns

Developmental concerns have been identified for approximately one-fourth of children (24%) who were screened (see Table 15), similar to the 21% in PY12 and the 26% in PY13. Thirteen percent of screened children were referred for services, similar to the previous year when 14% were referred; in both years, 11% received services to address identified concerns. At the end of PY14, concerns remain for 9% of screened children, similar to the previous four years.

Table 15. Percentage and Number of FACE Children Who Were Screened and Percentages of Screened Children with Concerns and Referred for/Receiving Service by Screening Area

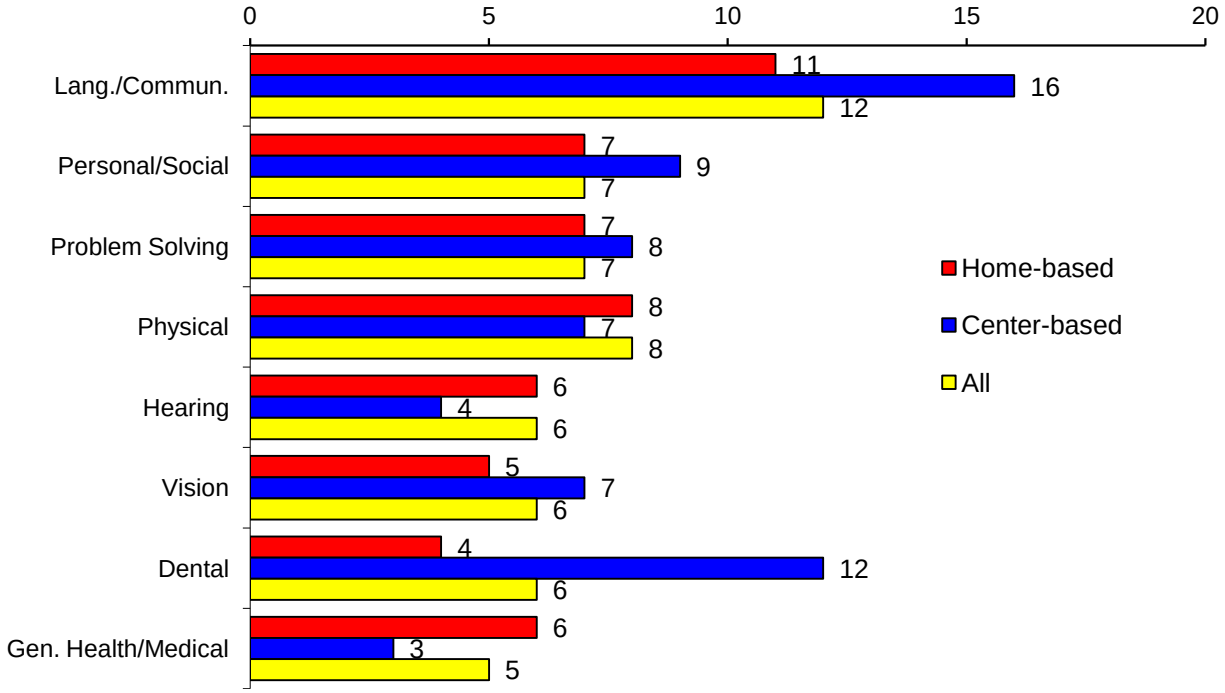
	Percent of FACE Children Screened (N=2,117)	Number Screened	Percent of Screened Children With:			
			Concerns Identified	Service Referral	Service Received	Concerns Remaining at Year-end
Language/communication	87	1,842	12	7	5	6
Personal/Social	88	1,854	7	3	2	2
Problem solving	84	1,783	7	3	2	2
Physical development	87	1,842	8	3	3	3
Hearing	74	1,576	6	4	2	1
Vision	73	1,553	6	4	3	1
Dental	67	1,420	6	4	4	1
General health/medical	79	1,678	5	3	3	1
Screening Areas Overall	**90**	**1,911**	**24**	**13**	**11**	**9**

The percentage of screened children with delays in language/communication is 12% in PY14. For all other areas, 5-8% of screened children were identified with concerns. At the end of the year, similar to the past five years, concerns remain for 6% of children screened in the area of language/communication, but, as in the past, no more than 1-3% demonstrate concerns in other areas at the end of the year.

Higher percentages of center-based than home-based children are identified with concerns in screening areas overall (see Table 16). Thirty-one percent of center-based children who were screened are identified with concerns, compared with 21% of home-based children.

Percentages of center-based children identified with concerns are similar to percentages of home-based children for all areas except for language/communications and dental health (See Figure 35). Differences between home-based and center-based concerns may be expected since children are of different ages and concerns/delays become more evident over time.

Figure 35. Percentage of PY14 Screened Home-based, Center-based, and All FACE Children for Whom Concerns Were Identified—by Screening Area



- Sixteen percent of screened center-based children and 11% of screened home-based children are identified with language/communication concerns.

- Nine percent of screened center-based children are identified with personal/social concerns, and 7-8% are identified with problem solving issues, physical development concerns, or vision concerns. Seven or eight percent of home-based children are identified with personal/social concerns, problem solving issues, or physical development concerns. Only 5% of home-based children are identified with concerns in vision concerns.

- Twelve percent of screened center-based children, but only 4% of the younger home-based children, are identified with concerns in dental health.

- While 6% of home-based children are identified with concerns in hearing and general health, only 3-4% of center-based children are identified with concerns in these areas.

Table 16. Percentage and Number of Home-based, Center-based, and All FACE Children Who Were Screened and Percentage of Screened Children with Concerns Identified by Screening Area

	Home-based Children			Center-based Children			All FACE Children		
	Percentage Screened (N=1,651)	Number Screened	Percentage of Screened Children With Concerns Identified	Percentage Screened (N=521)	Number Screened	Percentage of Screened Children With Concerns Identified	Percentage Screened (N=2,115)	Number	Percentage of Screened Children With Concerns Identified
Language/communication	88	1,457	11	84	436	16	87	1,842	12
Personal/social	89	1,468	7	84	437	9	88	1,854	7
Cognitive (problem solving)	86	1,414	7	80	417	8	84	1,783	7
Physical development	88	1,457	8	84	436	7	87	1,842	8
Hearing	76	1,258	6	69	358	4	74	1,576	6
Vision	75	1,240	5	68	352	7	73	1,553	6
Dental	67	1,104	4	68	354	12	67	1,420	6
General health/medical	80	1,324	6	76	397	3	79	1,678	5
Screening Areas Overall	**90**	**1,479**	**22**	**89**	**464**	**31**	**90**	**1,911**	**24**

In PY14, 125 children with an IEP or IFSP received services through FACE to address their special needs. The most frequently identified type of need is speech or language delay, reported for 67% of these children (see Table 17). Children have special needs in the areas of multiple disabilities (6%), autism (4%), orthopedic impairment (4%), and other health impairment (4%).[39] Fewer than 4% of children have been identified with needs in each of the other categories. Staffs indicate that 15% of the children have miscellaneous special needs that do not fit into the 13 categories. These reported needs are described as motor skills issues (9 children), dental issues (6 children), developmental delay (4 children), and effects of drug exposure in fetus (3 children). Other conditions, each mentioned for one child, include sensory perception problems, neurotoxin exposure, low muscle tone, environmental risks, anger issues, and Aspergers.

Table 17. Percentage and Number of Children Identified with Special Needs by Type of Special Need

	Children With IEP/IFSP (N=125)	
Special Need	**%**	**#**
Speech or language impairment	67	83
Multiple disabilities	6	7
Autism	4	5
Other health impairment	4	5
Orthopedic impairment	4	5
Specific learning disability	2	3
Visual impairment	2	3
Hearing impairment	2	3
Deafness	2	2
Traumatic brain injury	2	2
Intellectual disability	2	2
Emotional disturbance	1	1
Deaf-blindness	1	1
Other	15	19
Unknown needs	7	8

Parents provide information about their children's birth complications and other health issues. This information is used as a tool for FACE staffs to ensure that their families receive comprehensive services.

[39] Other health impairment refers to a child having limited strength, vitality, or alertness that affects his/her education performance.

- Complications during pregnancy, labor, or birth are reported for 24% of PY14 children, typical of the percentage reported in prior years.

- Parents report that at least 122 children were exposed to neurotoxins before birth. Of these children for whom information is provided (111 children), 59% were exposed to nicotine and other toxins found in cigarettes primarily because their mothers smoked during pregnancy; 30% were exposed in-utero to illegal drugs taken by their mothers; and 20% were exposed because their mothers drank alcohol during pregnancy. Parents report that since birth, 191 FACE children have been exposed to second-hand smoke.

- Similar to the previous year, 31% of children demonstrate one or more special medical conditions at birth. Of these 486 children for whom information is provided, 64% had a hepatic condition causing jaundice and 28% were born prematurely. Other conditions that are identified for 5% or fewer children include cardio-vascular system issues (23 children), respiratory system problems (21 children), birthing problems (13 children), congenital anomalies or broken bones (13 children), blood sugar problems (10 children), digestive/gastro-intestinal system problems (8 children), hearing issues (5 children), drug withdrawal issues resulting from their mother's drug usage (4 children), Down Syndrome (3 children), infection (3 children), and low body temperature (2 children).

- Nine percent of children had current medical conditions at the time the health history was reported. Among the 153 children with existent conditions for whom information is provided, children are most frequently reported with respiratory system issues (32%), alimentary canal/digestive system conditions (12%), cardio-vascular system problems (10%), and infection/immune system diseases (10%). Other conditions that are identified for less than 10% of the children include nervous system problems (9%), skin conditions (8%), musculoskeletal system issues (8%), hearing disorders (5%), developmental delays (3%), and kidney problems (3%). Eight percent of children were regularly given medication for their conditions, most often iron for anemia and other minerals and vitamins and drugs to address respiratory conditions.

- Eighty-nine percent of children have regular medical checkups, demonstrating a steady increase over the past four years when approximately 80% to 84% of children had regular checkups. In fact, these children are routinely taken to the same medical facility for regular medical check-ups and sick care. The size and weight of 91% of the children are within normal limits for their age. At least half of the PY14 FACE children are covered by a health insurance plan.

- Parents report serious illnesses, accompanied by a high fever, for 7% of the children. Among the 105 children for whom their condition was described, the most commonly reported conditions are respiratory issues (34%) and ear infections (10%). Another 30% of parents report high fever but do not specify the diagnosis; the remaining children have a variety of illnesses. Four parents report injuries sustained from accidents. At least 20% of PY14 FACE children were taken to an emergency room for medical care. For the 388 visits that were described, the most common reasons were respiratory issues (24%), high fever (18%), earache (14%), accidents (11%), and illness or flu-like symptoms (10%).

Children also received emergency room services for a variety of other medical conditions, such as seizures, rashes or hives, and strep throat.

- Allergies are reported for 10% of children. Among children identified with allergies and for whom information is provided (158 children), the most frequently reported are allergies to dust, molds, and pollens (46% of children with allergies); food allergies (23%); allergies to various prescription or non-prescription drugs (20%); and allergies to animals (18%). Food allergies are a growing concern for schools and programs offering meals and snacks. Fewer than 5% of children with allergies have allergies to airborne odors such as perfume or smoke, or allergies to synthetic materials such as latex or baby wipes.

- Thirty-one percent of children were tested for lead poisoning; two children tested positive and two other children are scheduled for rescreening. Thirty-six percent of children were tested for anemia; 20 children tested anemic or slightly anemic and are taking an iron supplement.

- At least 68% of PY14 FACE children received hearing screening as newborns. Subsequently, 43% of children received at least one more hearing evaluation. Thirty percent of the children had one or more ear infections; this percentage is similar to the percentages in previous years.

- Twenty-nine percent of children had a doctor test their vision, a slight increase from 26% in PY13.

- Nationally, 76% of children aged 19 to 35 months are current with their immunizations.[40] By comparison, 93% of PY14 FACE children in this age group received the recommended immunizations—a notable increase of 11 percentage points since PY12.

- Among children under the age of two years, 29% fall asleep with a bottle in their mouth, a behavior that is discouraged.

- Among PY14 FACE children over the age of one year, 91% brush their teeth regularly, similar to PY13, but a sizeable increase from 78% in PY12. Of children aged 1½ years or older, 18% were diagnosed with dental abnormalities, mostly due to decay of their baby teeth. Good dental care is emphasized by both components of the FACE program, and obtaining dental checkups on a regular basis is promoted.

- Parents report that 94% of children use car seats. Six percent of children do not use car seats, comparable to PY13. The few children who reportedly do not use car seats vary in age from infancy to 6 years of age. Appropriate use of car seats for children has been a focus in parenting education in FACE. The focus on safety extends to the use of helmets when biking or skating. For children aged 4 or older, 58% reportedly wear a helmet when engaged in these activities.

[40] Forum on Child and Family Statistics. *America's children: key national indicators of well-being, 2010.* Retrieved May 6, 2011 from http://www.childstats.gov/americaschildren/care.asp

Detection of Social-Emotional Concerns

FACE staff members assist parents in completing the *Ages & Stages: Social-Emotional* (ASQ: SE), an instrument used to assess social-emotional developmental delays or concerns. During PY14, staff members at all FACE programs assisted parents in completing the assessment for 1,213 children (similar to the previous year). All home-based children are to be assessed with the instrument. In PY14, 72% of home-based children were assessed. Only center-based children who exhibit behaviors suggesting social-emotional developmental delays or concerns are to be assessed; 12% of center-based children were assessed in PY14. Thirty-three of the children received a second assessment. The child's age at the time of the first PY14 assessment ranged from 6 to 60 months.

Of children assessed with the ASQ: SE, 6% (67) were identified with social-emotional delays or concerns. About 70% of children who were identified with delays or concerns were from 24 to 36 months of age. Only three children had a remaining concern at the time of the second assessment.

Assessment of Center-based Children

As described previously, center-based staff members and parents are trained to implement the *Dialogic Reading* strategy, which is designed to increase the vocabulary and language comprehension of young children.[41] Consistent with the intent of the strategy to increase expressive vocabulary, an important factor in emergent literacy, FACE preschool children are assessed with the Expressive One-Word Picture Vocabulary Test (EOWPVT).[42]

Meisels' *Work Sampling System* (WSS) is also used to assess center-based children. During the assessment process, children are rated by early childhood teachers on a number of performance indicators that are organized in seven domains: (1) personal and social development, (2) language and literacy, (3) mathematical thinking, (4) scientific thinking, (5) social studies, (6) the arts, and (7) physical development. Proficiency ratings for each of the indicators include four response options: *Not Yet*, *In Process—Emerging*, *In Process—Partially Proficient*, and *Proficient for Age/Grade*.[43]

Eighty-seven percent of FACE preschoolers were assessed at least once with the EOWPVT and/or the WSS in PY14 (see Table 18). Eighty-one percent of FACE preschoolers were assessed at least once with the EOWPVT; 77% have one or more assessments with the WSS. Seventy-one percent of FACE preschoolers were assessed with both instruments, 10% were assessed with only the EOWPVT, and 6% were assessed with only the WSS.

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[41] Whitehurst, G. J. (1992). *How to read to your preschooler.* Prepared for publication in the *Hartford Courant* in response to a request by the State of Connecticut Commission on Children, School Readiness Project. http://www.caselink.education.ucsb.edu/casetrainer/cladcontent/cladlanguage/node4/practice/dialogicreading.htm.

[42] Published by Academic Therapy Publications.

[43] With permission granted from Pearson, the WSS copyright holder, the response categories were changed from three options in earlier years (*Not Yet, In Process,* and *Proficient)*.

Table 18. Percentage and Number of FACE Center-based Children Assessed in PY14

	Percentage	Number of Children
EOWPVT but no WSS	10	51
WSS but no EOWPVT	6	34
Both EOWPVT and WSS	71	369
No EOWPVT or WSS	13	67
Total	100	521

FACE preschool children who were not assessed with either instrument attended FACE preschool for relatively short periods of time. On average, children who weren't assessed attended only 52 hours—or about 2½ weeks.

EOWPVT Assessments for Center-based Children

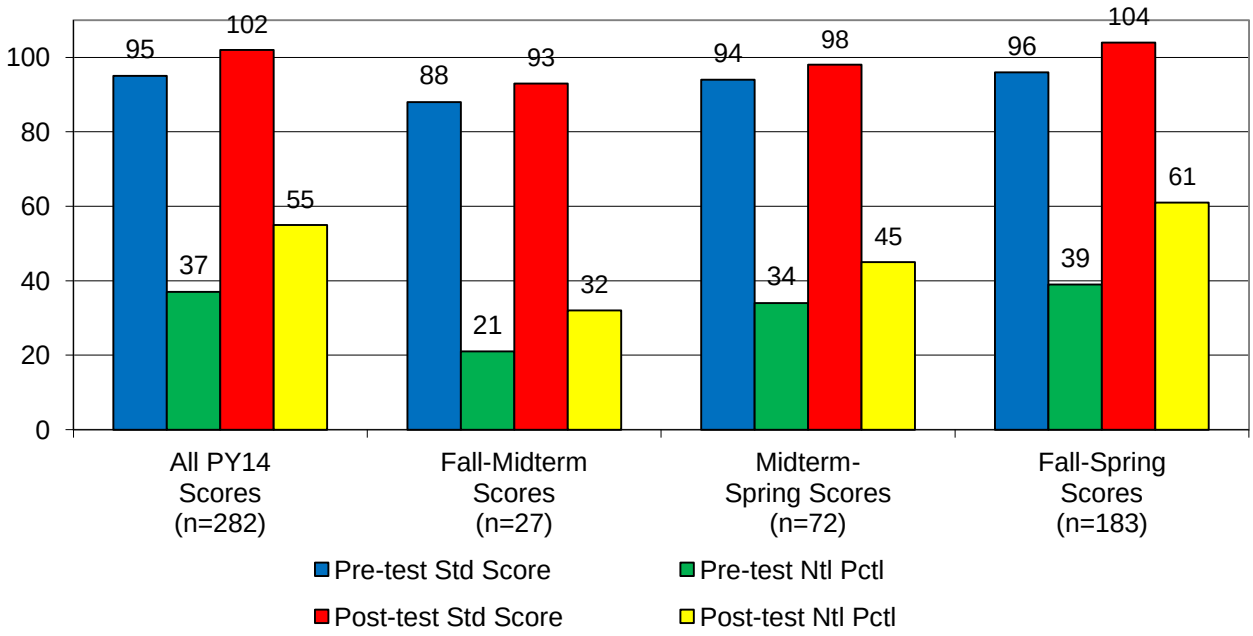
The EOWPVT instrument was administered at least once to 437 FACE children, comprising 84% of the preschoolers. Of these children, 420 (81%) had one or more valid test score(s). One-half of these children had also received home-based services sometime during their FACE participation. Sixty-nine percent of assessed preschoolers had both pre- and post-scores during PY14. Teachers administer the assessment in the fall, at midterm, and in the spring; however, some children enter or exit preschool throughout the school year and are assessed with different testing cycles. Sixty-five percent of children were assessed fall-spring; 10% were assessed fall-midterm; and 25% were assessed midterm-spring. Results are analyzed by test cycle because children attending preschool for the entire year can be expected to have more favorable results and gains than children who attend only part of the year.

For purposes of comparison, standard scores with an average of 100 and a standard deviation of 15 based on a nationally-normed sample of children are used. Average pre-test standard scores ranged from a low of 88 (for children who attended the center-based program fall-midterm), which equates to the 21st national percentile, to 96 (for the 65% of children who attended fall-spring), which equates to the 39th national percentile. Thus, at their first assessment in PY14, children entered FACE preschool with scores that ranged from three-fourths of a standard deviation to one-half of a standard deviation below the national average.[44]

Overall, children significantly and meaningfully increased their performance at the time of the last assessment (see Figure 36), increasing their post-test scores by an average of 7 standard scores. The average post-test score for preschoolers is 102, which is two standard scores above the national average and equates to the 55th national percentile.

[44] One-fourth of a standard deviation or larger is generally considered significant and meaningful.

Figure 36. Average EWOPVT Standard Scores and National Percentile Equivalents by PY14 Testing Cycle



Children who attended preschool the entire year and were tested in the fall and spring of PY14 demonstrated the largest gains, with an average increase of 8 standard scores (one-half of a standard deviation), rendering them at the 61st national percentile at the end of the school year. Children with only one semester of instruction demonstrated an average 4-5 standard score gain, but failed to reach the national average.

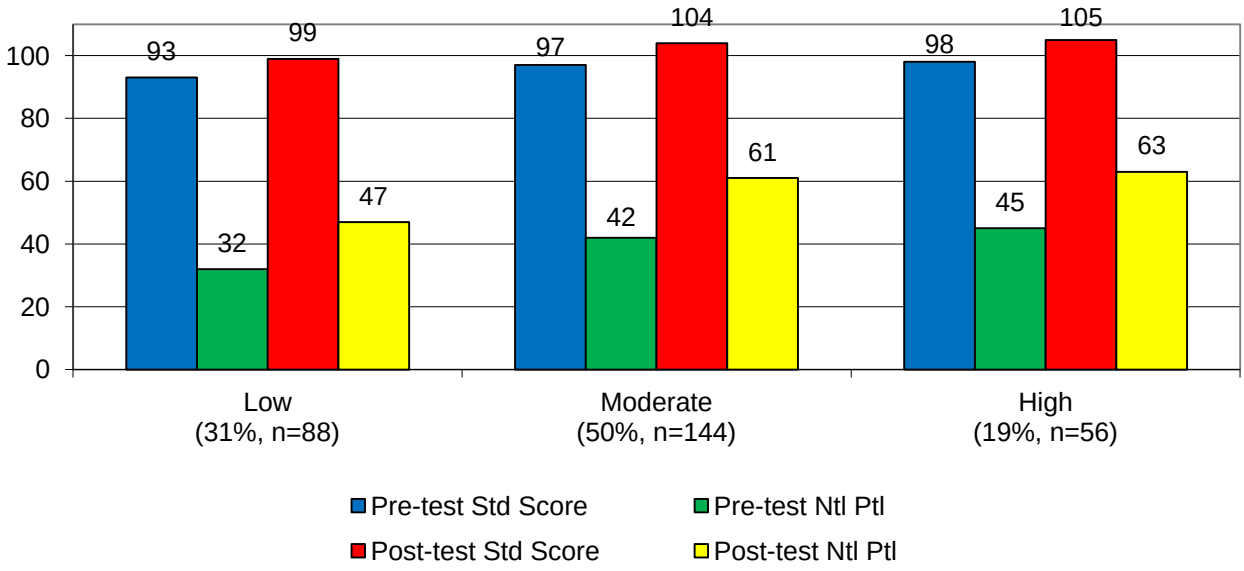
This analysis was also conducted by the background characteristics of children that are typically related to performance—age and gender. Children entering preschool at 3 years of age and children 4 years or older score similarly to each other and to their national peers, regardless of the testing cycle. No significant differences are found by gender in any testing cycle. There were no significant differences among children who had formerly received home-based services and those who received only center-based services.

The amount of time that children attend preschool—not only the length of participation during the school year but also their daily attendance record—was investigated for its impact on children's achievement on the EOWPVT. Since FACE preschools operate four days a week, 504 hours or more (during 9 months) is a reasonable expectation for nearly perfect attendance for the full year. To develop categories of attendance—high, moderate, and low—variation around the FACE program benchmark that children should attend at least 75% of the 504 hours (378 hours) is used. Those who attend significantly less than the 378 hours (at least one-fourth of the standard deviation—or 36.7 hours less than 378 hours) is used to define to define *low* attendance *high* attendance (378 hours or more); the benchmark plus or minus one-fourth of a standard deviation is used to define *moderate* attendance, and attendance more than one-fourth of a standard deviation defines *high* attendance. In other words, *low* attendance is defined as 340

hours or less (approximately 53 days), *moderate* attendance is defined as >340 but ≤ 416 hours, and *high* attendance is 417 hours or more.

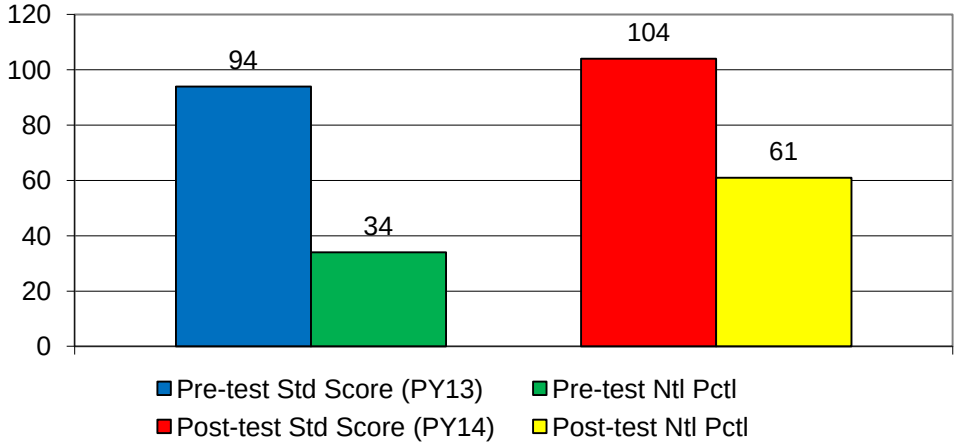
Children who enter preschool and subsequently demonstrate *low* attendance score at lower levels at pre-test and post-test than do children with *moderate* or *high* attendance (see Figure 37). On average, children with low attendance score 93 at pre-test (the 32nd national percentile) and increase to 99 (slightly lower than the national average). Children with *moderate* attendance score 97 at pre-test (at the 42nd percentile) and increase to 104 at program end (the 61st percentile). The children with *high* attendance score similarly to those with *moderate* attendance, increasing from a standard score of 98 (at the 45th percentile) to 105 (the 63rd percentile), well over the national average.

Figure 37. Average Standard Scores and National Percentile Equivalents of EOWPVT by Hours of FACE Preschool Attendance in PY14 (N=288)



The impact of more than one year of preschool attendance was investigated by comparing pre-test scores for children in FACE preschool during PY13 to their post-test scores in PY14. Children who attended FACE preschool in PY13 entered preschool scoring at the 34th national percentile with an average standard score of 94 (see Figure 38). At post-test in the subsequent PY14 school year, they tested at an average standard score of 104, which equates to the 61st national percentile. With two years of FACE preschool, the achievement gap is not only closed for children on average, but these children score substantially above the national average.

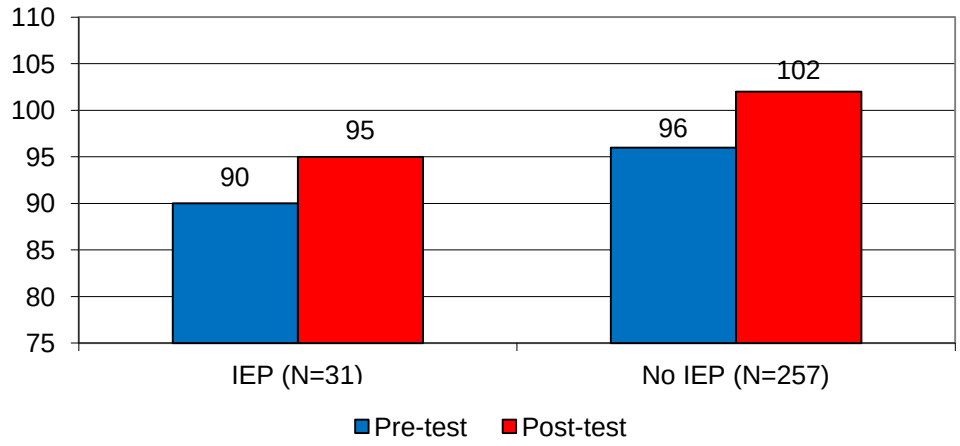
Figure 38. Average EOWPVT Standard Scores and National Percentile Equivalents for FACE Preschoolers Attending in Both PY13 and PY14 (N=109)



FACE children who meet or exceed the national average of 100 on the EOWPVT are similar to children scoring below the national average on background characteristics of gender and age.

Among FACE children with pre- and post-EOWPVT scores, 12% had an IEP during the year. FACE preschool children with IEPs score significantly below other preschoolers at pre-test and score two-thirds of a standard deviation below the national average (i.e. standard score of 90). See Figure 39. At post-test, children with IEPs continue to score significantly lower than other preschoolers (with average scores of 95 and 102, respectively), but they have made meaningful progress toward reaching the national average as preschoolers. Children with an IEP score similarly at post-test to entering children without an IEP.

Figure 39. Average Standard Scores for EOWPVT for PY14 FACE Preschoolers with and without an IEP During the Year



An examination of post-test performance at the program level reveals that average EOWPVT post-test scores at one-half of FACE programs are *near* or *at* the national average (a standard score of 100, and at the 50th national percentile. At 30% of the sites average scores are *significantly above* the national average, and at 20% of sites average scores are *significantly below* the national average.

Work Sampling Assessment for Center-based Children

In PY14, FACE preschool staff members conducted at least one WSS assessment for 78% of FACE preschool children (403 children). This includes 197 children who were assessed with a 3-yr-old form and 206 children who were assessed with a 4-yr-old form. Of children who were assessed, 59% (238) also had a post-assessment completed during the year.[45]

In Table 19, the percentage distribution of ratings for all indicators within each of the seven domains is presented. Domain scores are calculated by summing the rating values for performance indicators in each domain.[46] As would be expected, more 4-year-olds demonstrate proficiency in all of the domains than do 3-year-olds. Domains with the highest degree of proficiency include physical development and personal/social development.

Approximately one-third of ratings for 3-year-olds and two-thirds of ratings for 4-year-olds demonstrate proficiency in physical development. More than one-third of ratings for 3-year-olds and about 60% of ratings for 4-year-olds demonstrate proficiency in personal/social development. Between 20-30% of ratings for 3-year-olds and 46-58% for 4-year-olds are rated as *proficient* in the language/literacy, mathematical thinking, scientific thinking, social studies, and arts domains.

For each of the seven domains, FACE preschool children with two assessments during PY14 demonstrate statistically significant improvement in ratings on every domain for both age groups ($p < .0001$). See Table 20. Most children in both age groups demonstrate gains in each of the domains, with higher percentages of 3-year-olds demonstrating gains than 4-year-olds. The differences are due, in part, to the higher proficiency ratings of 4-year-olds, resulting in fewer possibilities for gains. Sixty-five percent of 3-year-olds, compared with only 56% of 4-year-olds demonstrate gains in all seven domains.

[45] The 9 children who were assessed with forms for both 3-yr-olds and 4-yr-olds are not included in the analyses of pre/post-assessments because the scale items differ.

[46] Rating values for each performance indicator: *Not Yet*=1, *In Process/Emerging*=2, *In Process/Partially Proficient*=3, and *Proficient for Age/Grade*=4.

Table 19. Percentage Distribution of Proficiency Ratings on WSS Domains by Child's WSS Form Age[47]

	Age 3 WSS Form							Age 4 WSS Form						
Domain	***Not Yet***	***In Process-Emerging***	***In Process-Partially Proficient***	***Proficient for Age/ Grade***	**# of Items in Domain**	**# of Ratings of Indicators in Domain**	**# of Children with Ratings**	***Not Yet***	***In Process-Emerging***	***In Process-Partially Proficient***	***Proficient for Age/ Grade***	**# of Items in Domain**	**# of Ratings of Indicators in Domain**	**# of Children with Ratings**
Personal/ Social	5	31	30	34	13	2,566	197	2	9	28	61	13	2,646	204
Language & Literacy	9	36	30	25	10	1,970	197	4	13	31	52	12	2,440	204
Mathematical Thinking	14	35	30	21	7	1,375	197	3	16	35	46	8	1,618	203
Scientific Thinking	8	38	30	24	3	590	197	3	13	32	52	3	606	203
Social Studies	9	35	30	26	5	979	197	3	13	27	57	8	1,619	203
The Arts	8	35	30	27	4	791	197	3	12	27	58	4	810	203
Physical Development	2	32	27	39	7	1,380	197	1	7	23	69	7	1,414	203

[47] Data for this table were obtained from the child's final PY14 assessment (which included the assessment for children who were assessed only once during the year, as well as the final assessment for those who were assessed more than once). To calculate the percentage distribution for ratings in each of the seven domains, the total number of responses to all items in each domain was determined. For example, 198 3-year-old children had ratings for each of the 13 items in the personal/social domain, resulting in 2,541 ratings. The percentage distribution for each of the four response options was calculated for the 2,541 ratings. In this example, 35% of the 2,541 responses were rated as *partially proficient* and 37% as *proficient for age/grade*.

Table 20. WSS Pre- and Post-test Raw Scale Means, Standard Deviations, Significance Test of Null Hypothesis of No Change, and Percentage of Children with Gains

Domains	Mean Pre-test	s.d.	Mean Post-test	s.d.	t	p	% with Gain	N
Personal & Social								
3-year-old WSS form	32.0	9.4	43.6	8.4	17.10	<.0001	94	111
4-year-old WSS form	38.3	9.8	47.8	6.5	15.84	<.0001	85	126
Language & Literacy								
3-year-old WSS form	23.0	7.1	31.4	6.8	17.72	<.0001	95	111
4-year-old WSS form	33.4	9.0	43.0	6.3	16.62	<.0001	89	125
Mathematical Thinking								
3-year-old WSS form	15.2	5.2	21.2	5.1	16.71	<.0001	91	111
4-year-old WSS form	21.6	6.2	28.0	4.8	17.7	<.0001	86	124
Scientific Thinking								
3-year-old WSS form	3.9	3.8	9.5	2.1	14.25	<.0001	79	111
4-year-old WSS form	8.3	2.4	10.4	1.8	14.89	<.0001	76	124
Social Studies								
3-year-old WSS form	11.3	3.8	15.6	4.0	14.72	<.0001	89	111
4-year-old WSS form	22.4	6.3	29.0	4.8	17.21	<.0001	84	124
The Arts								
3-year-old WSS form	9.4	3.0	12.8	2.9	15.86	<.0001	86	111
4-year-old WSS form	11.4	3.1	14.6	2.2	14.88	<.0001	79	124
Physical Development								
3-year-old WSS form	18.5	5.1	23.8	4.6	13.28	<.0001	89	111
4-year-old WSS form	22.0	5.1	26.4	2.9	11.80	<.0001	73	124

In Table 21, the WSS domain score means for 4-year-olds are compared with the population of kindergartners assessed in the FACE Impact Study.[48] This sample of more than 1,000 kindergartners at FACE sites provides a meaningful point of comparison. In addition to completing the WSS, kindergarten teachers rated entering kindergartners as having *above average*, *average*, and *below average* preparation for kindergarten. Raw and standardized scores for each category of preparation are provided in the table.

Table 21. Raw and Standardized[49] WSS Score Means for All 2011-2012 Kindergartners at FACE Sites by Teacher Ratings of Children's Preparation for Kindergarten and Mean Raw Scores of WSS Post-Assessments for FACE 4-Year Olds In PY14

	Entering Kindergartners at FACE Schools in 2011-2012						PY14 FACE 4-yr olds
	Above Average		*Average*		*Below Average*		
	Raw Score	**Std. Score**	**Raw Score**	**Std. Score**	**Raw Score**	**Std. Score**	**Raw Score**
Personal/Social	35	101	37	104	31	96	48
Language & Literacy	35	101	37	104	31	96	43
Mathematical Thinking	26	101	27	103	22	95	28

Four-year-olds assessed in spring 2014 scored higher than 2011-12 entering kindergartners whose teachers had rated them as having *above average preparation* on personal/social development, language and literacy, and mathematical thinking scales.

Parent Observations of Child Outcomes

At the end of the year, FACE parents rate the extent to which FACE participation helps their child in various ways. As in the past, parent ratings generally report positive impacts of FACE participation for their children. Parent responses vary depending on the age of their child and the focus and intensity of the services in which they participate. Parents only rate areas of impact that they believe are appropriate for their child's age. For each of six areas that are measured, almost all parents (97% or more) rate FACE participation as having at least *somewhat* of an impact on their child (see Table 22).

[48] Pfannenstiel, J., Yarnell, V., & Seltzer, D. (2012). *Family and Child Education Program (FACE): Impact study report*. Overland Park, KS: Research & Training Associates, Inc.

[49] Raw scores were calculated by summing the response to each item within a domain. They were then standardized to a mean of 100 and a standard deviation of 15.

Table 22. Percentage of PY14 Parents Reporting Degree of Impact of FACE on Children by Type of Services They Received Throughout Their FACE Participation

	Type of services in which adults participate over time: 1 Home-based-Only			2 Center-based Only			3 Both Home- and Center-based			All Parents			
Impact on Child	**Large**	**Somewhat**	**(N)**	**Large**	**Somewhat**	**(N)**	**Large**	**Somewhat**	**(N)**	**Large**	**Somewhat**	**(N)**	**Significant Differences***
Increased child's interest in learning	79	21	(820)	84	14	(158)	81	18	(313)	80	19	(1,291)	ns
Increased child's interest in reading	76	23	(795)	73	25	(158)	79	20	(307)	76	23	(1,260)	ns
Increased child's verbal/ communication skills	71	28	(809)	79	19	(154)	75	25	(308)	73	26	(1,271)	ns
Increased child's self confidence	72	28	(788)	79	20	(157)	72	27	(302)	73	27	(1,247)	ns
Prepared child for school	65	34	(691)	79	19	(150)	78	21	(282)	70	29	(1,123)	2>1, 3>1
Helped child get along better with others	60	37	(776)	72	26	(156)	69	29	(302)	64	33	(1,234)	2>1, 3>1

*Statistically significant at ≤ .05 level

The percentage of parents overall reporting a *large* impact for each of the indicators is similar to the previous three years' percentages. The difference in ratings between center-based parents and home-based-only parents indicates the greater opportunities for interaction in preschool and the age differences among center-based and home-based-only children. Even so, no significant differences are found between groups for four indicators of impact, namely, increasing the child's interest in learning, increasing the child's interest in reading, increasing the child's verbal/communication skills, and increasing the child's self-confidence.

- Eighty percent of parents report that FACE has a *large* impact on increasing their child's interest in learning. Eighty-four percent of center-based-only parents report a *large* impact, compared with approximately 80% of parents who received both services and of home-based-only parents.

- Three-fourths of parents indicate that FACE has a *large* impact on increasing their child's interest in reading. Parent responses by type of service received were similar. Seventy-nine percent of parents who received both home- and center-based services, 76% of home-based-only parents, and 73% of center-based-only parents report a *large* impact.

- Almost three-fourths of parents indicate that FACE participation has a *large* impact on increasing their child's verbal/communication skills. Almost 80% of center-based-only parents and three-fourths of parents with both services report that FACE has a *large* impact on increasing verbal/communication skills. Slightly more than 70% of home-based-only parents report this degree of impact.

- Almost three-fourths of parents report their child's increased self-confidence to be a *large* impact of FACE participation. Almost 80% of center-based parents report a *large* impact on children's self-confidence, while 72% of home-based only and parents with both services report this degree of impact.

- Seventy percent of parents report that FACE participation has a *large* impact on preparing their child for school. Almost 80% of center-based parents report a *large* impact. A significantly fewer, but still large, two-thirds of home-based-only parents report a *large* impact.

- Almost two-thirds of parents report that FACE has a *large* impact on helping their child get along with other children. Approximately 70% of center-based parents report a *large* impact on their children; 60% of home-based-only parents do so. Center-based parents, whose children have more opportunities for interaction with others, rate the degree of this impact significantly higher than do home-based-only parents. Research indicates that children who are socially and emotionally ready for school have better social and academic success in kindergarten and have a better chance for later school and vocational success.[50]

[50] Huffman, L.C., Mehlinger, S.L., & Kerivan, A.S. (2000). Risk factors for academic and behavioral problems at the beginning of school. In *Off to a good start: Research on the risk factors for early school problems and selected federal policies affecting children's social and emotional development and their readiness for school.* Chapel Hill, NC: University of North Carolina, FPG Child Development Center.

Transition to Preschool

Regardless of where children attend preschool, preparing FACE families for smooth transitions from home-based to center-based or to another preschool experience is an important focus in FACE programs. At the end of PY14, approximately 450 home-based children were of preschool age (3 or 4) and eligible for fall 2014 enrollment in FACE preschool.

Almost all programs (95%) have a plan that includes guidance for helping home-based children transition to the center-based preschool, and 70% include a section on assisting home-based children with their transition to other preschools (see Table 23).

Table 23. Percentage and Number of Programs with a Written Formalized Family Transition Plan That Includes Provisions for Transitioning to Preschool

	Percent	Number	(N)
Home-based children center-based	95	40	(42)
Home-based children to another preschool	70	28	(40)

At the end of PY14, FACE programs reported the number of participants and families that received assistance with the transition to preschool. Staffs at 34 sites report that 124 home-based children were helped with their transition to the FACE center-based preschool program. Transition assistance was provided to 108 adults whose children were transitioning at 32 sites (see Table 24).

Table 24. Number of Home-based Children and Adults Who Were Assisted in Transitions to Preschool in PY14

	Children	Sites	Adults	Sites
Home-based to center-based	124	34	108	32
Home-based to another preschool	51	20	28	12

Programs also provide assistance with the transition of home-based participants to other preschools. To do so, 72% of programs network with Head Start, 47% network with the public preschool, and 35% have a relationship with the Early Head Start program. Networking with private preschools and Even Start occurs in one or two FACE communities. Staffs in 20 programs report that 51 home-based children were helped with their transition to another preschool, while 28 parents of transitioning children received assistance.

Parents were asked if they or their child were transitioning to FACE center-based services and if so, if FACE helped in the process. Parents report that 222 home-based children were transitioning to center-based services, as were 104 parents. Of the 253 home-based parents who report that they or their child or both were transitioning to center-based services, 69% report that FACE helped with the preparation.

OUTCOMES FOR ADULTS

Outcomes for adults are measured through educational goal setting and achievements in parenting, education, employment, and self-improvement. These outcomes indicate whether FACE is succeeding in meeting the goals of (1) *supporting parents/primary caregivers in their role as their child's first and most influential teacher*, (2) *increasing parent participation in their child's learning and expectations for academic achievement,* and (3) *promoting lifelong learning*.

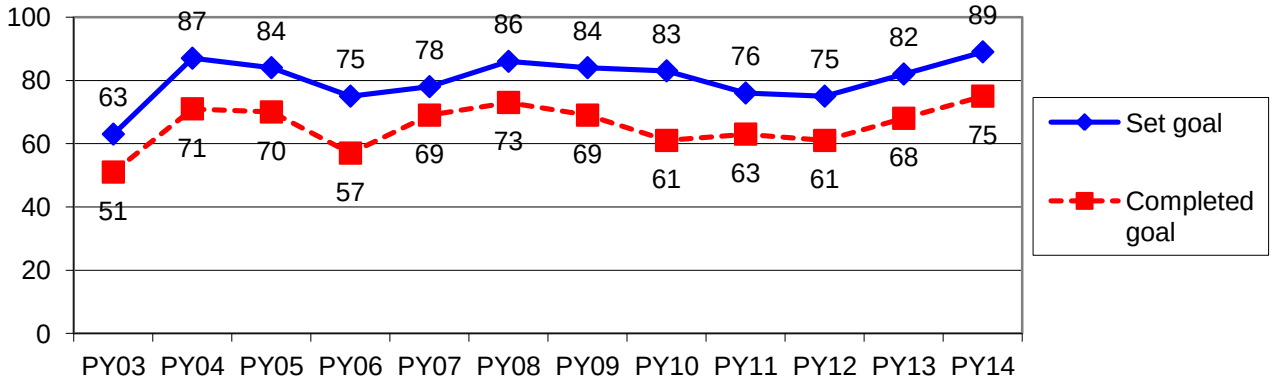
FACE is charged with the task of assisting adults in their transition from the FACE program to work or other education. Eighty-three percent of the 41 responding programs have a written plan that includes defining procedures for assisting with transition for adults. In PY14, 30 programs report that they assisted 218 adults in their transition to work or to another education program. One hundred eleven adults who completed the Exit Form (39 home-based and 72 center-based) report that they transitioned from FACE; of these, two-thirds (22 home-based and 52 center-based adults) report FACE helped them make the transition.

Goal Setting and Achievement

Adults in both home- and center-based components are encouraged to establish goals in their roles as parent/family member, worker, and citizen/community member. Adults also set goals in education, and in PY14 they set goals in health and physical fitness. Both home- and center-based staff members work with adults to document and report achievements.

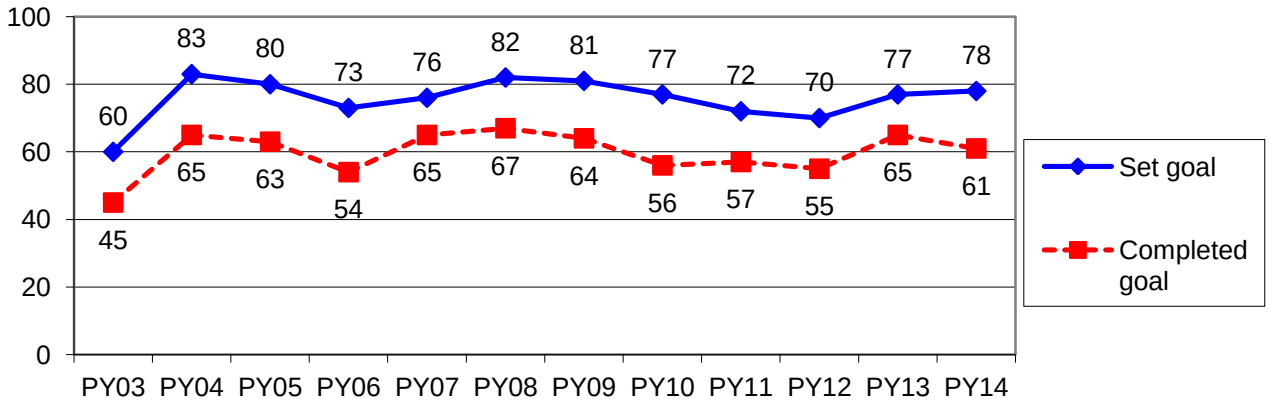
In PY14, 89% of adult education participants set at least one goal, and 75% completed a goal (see Figure 40). The percentage of those who set goals and of those who completed goals increased by 7 percentage points from PY13 findings.

Figure 40. Percentage of Center-based Adults Who Set and Completed Any Goal in PY03-PY14



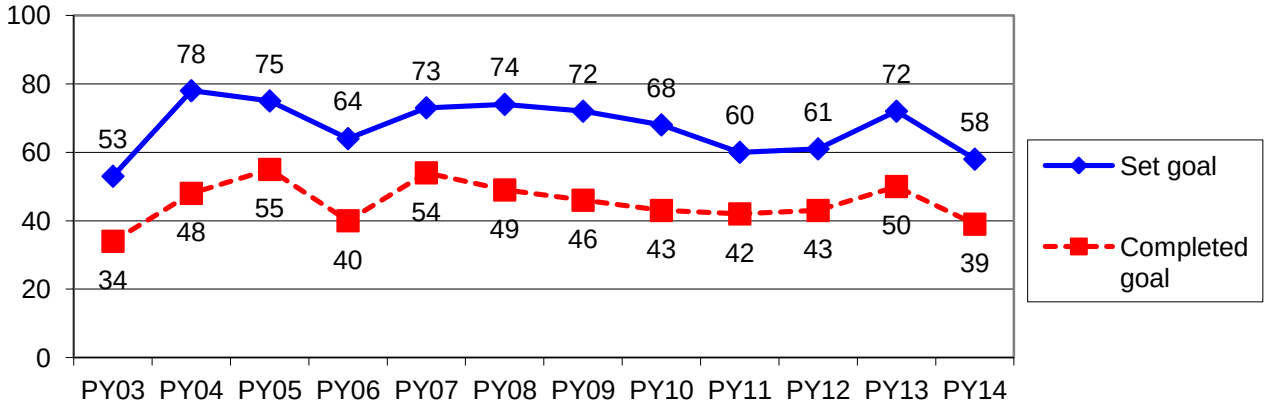
As in the past, adults most frequently set goals for themselves as parents. Seventy-eight percent of center-based adults set parenting goals, similar to PY10 and PY13 (see Figure 41). Sixty-one percent completed a goal as a parent/family member, similar to the previous year.

Figure 41. Percentage of Center-based Adults Who Set and Completed Goals as Parents/Family Members in PY03-PY14



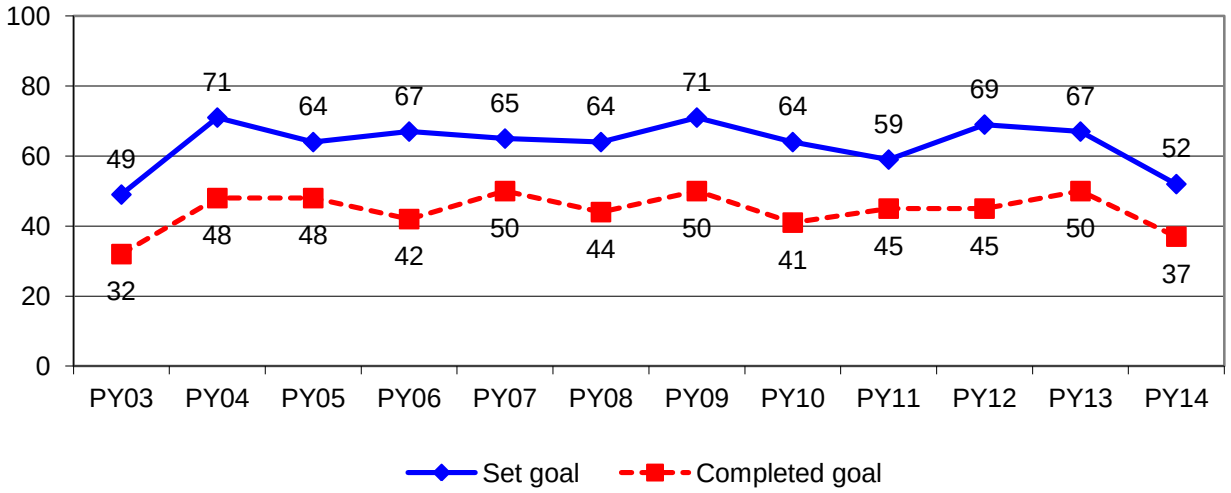
The percentages of adults setting and completing goals as workers decreased in PY14. Fifty-eight percent of center-based adults set goals for their role as a worker (see Figure 42), a decrease from 72% who reported this goal in PY13 and 61% who reported the goal in PY12. Thirty-nine percent completed their worker-related goals, an 11 percentage point decrease compared with PY13 results, approaching the PY03 low of 34%.

Figure 42. Percentage of Center-based Adults Who Set and Completed Goals as Workers in PY03-PY14



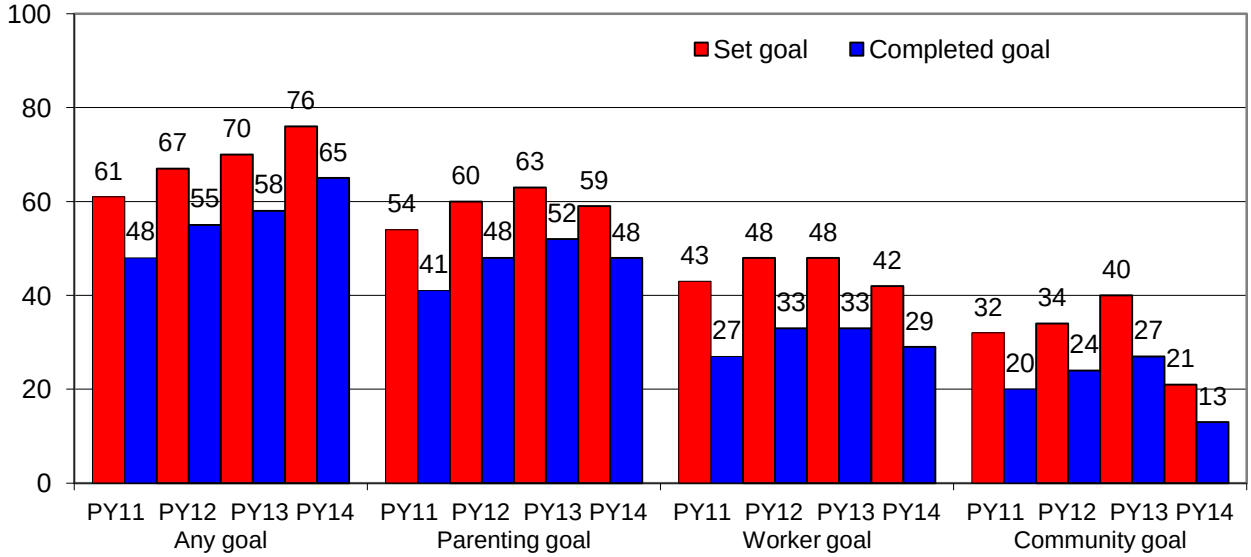
The 52% of adults who set goals as a citizen/community member in PY14 is the second lowest percentage since PY03 and is a 15 percentage point decrease compared with 67% in PY13. The percentage of adults for whom goal completion was reported decreased 13 percentage points to 37% in PY14 (see Figure 43).

Figure 43. Percentage of Center-based Adults Who Set and Completed Goals as Citizens/Community Members in PY03-PY14



One focus in the FACE program in PY11-PY14 is to encourage home-based adults to set goals for themselves. PAT offered webinars in PY14 and shared specific forms to support the planning and tracking of goals. The percentages of home-based adults setting any goal increased steadily from 61% in PY11 to 76% in PY14 (see Figure 44). The percentage who completed any goal similarly increased from 48% to 65%. In PY14 the trend of increasing percentages of adults setting and completing goals declined in each of three goal areas. Still, home-based adults are most likely to set parenting goals. Fifty-nine percent set parenting goals, compared with 63% in PY13, and almost half of home-based adults (48%) completed those goals. Forty-two percent of home-based adults set a work goal; almost 30% achieved the goal. Few home-based adults set and completed community involvement goals (21% and 13%, respectively).

Figure 44. Percentage of Home-based Adults Who Set and Completed Goals in PY11-PY14



Parenting Outcomes

Throughout the history of the FACE program, parents most frequently identify their improved parenting skills and increased understanding of their children as program outcomes for themselves and their families. The PY14 findings support this trend. Regardless of the FACE services in which PY14 parents have ever participated, most report that participation improves their parenting knowledge and skills. The findings provide evidence of progress toward meeting the program goal, to *support parents/primary caregivers in their role as their child's first and most influential teacher.*

Consistent with previous years, at least 95% of parents, regardless of services received, report that FACE impacts their parenting skills *somewhat* or *a lot* in all areas that are measured (see Table 25). There are no significant differences in parenting impacts for home-based and center-based parents, except for learning how to encourage the child's interest in reading. Significantly more parents who participated in both components learned how to encourage their child's interest in learning.

- Almost 85% of parents indicate that FACE helps them *a lot* to increase the amount of time they spend with their child and to become more involved in their child's education.

- Eighty-two percent of parents indicate that FACE helps them *a lot* to more effectively interact with their child.

- Approximately 80% of parents report that FACE has a *large* impact on helping them to become a better parent and to increase their understanding of child development. Responses by type of services were similar. Eighty percent of home-based-only parents, 75% of center-based-only parents, and 78% of parents receiving both home- and center-based services report this impact.

- Three-fourths of parents report that FACE helps them *a lot* in learning how to encourage their child's interest in reading, while 21% report they are helped *somewhat*. Eighty percent of full-FACE-model parents (parents receiving both home- and center-based FACE services) report a *large* impact, while almost three-fourths of center-based only and home-based only parents do so. In spite of the large 74% of home-based-only parents reporting a *large* impact, it is significantly fewer than full-FACE-model parents.

- Almost three-fourths of parents report that FACE helps them *a lot* to increase their ability to speak up for their child, and 21% report that FACE helps them *somewhat.*

Table 25. Percentage of PY14 Parents Reporting Degree of Impact of FACE on Their Parenting Skills by Type of Services They Received Throughout Their FACE Participation

	Type of services in which adults participate over time:												
	(1) Home-based-Only			(2) Center-based-Only			(3) Both Home- and Center-based			All Parents			
Impact on Parent	A Lot	Somewhat	(N)	A Lot	Somewhat	(N)	A Lot	Somewhat	(N)	A Lot	Somewhat	(N)	Significant Differences Among Types of Services*
Spent more time with child	84	13	(864)	84	14	(161)	85	12	(369)	84	13	(1,351)	ns
Became more involved in child's education	82	15	(860)	84	15	(161)	87	11	(326)	84	14	(1,347)	ns
Learned to more effectively interact with child	82	15	(859)	78	21	(161)	81	17	(326)	82	16	(1,346)	ns
Became a better parent	80	18	(862)	78	17	(158)	80	17	(315)	80	17	(1,335)	ns
Increased understanding of child development	80	17	(861)	75	23	(161)	78	20	(325)	79	18	(1,347)	ns
Learned how to encourage child's interest in reading	74	21	(858)	74	23	(156)	80	18	(317)	75	21	(1,331)	3<1
Increased ability to speak up for child	73	22	(848)	74	24	(153)	78	18	(312)	74	21	(1,343)	ns

*ns=not significant; otherwise, statistically significant at ≤ .05 level

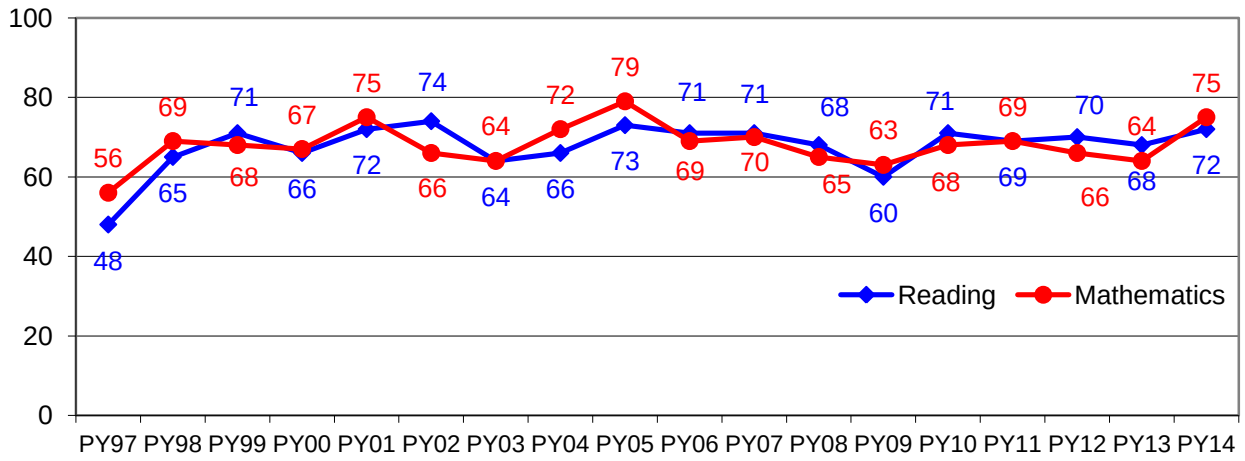
Academic Outcomes

Academic outcomes for FACE center-based adults are documented in reports submitted by FACE staff members and in self-reports of adult participants. These findings provide evidence of progress toward meeting the program goal to *promote lifelong learning.*

Adult education teachers assess the academic achievement of center-based adults with the *Comprehensive Adult Student Assessment System* (CASAS). Reading and/or math assessments were conducted at least once for 485 adults, comprising 78% of FACE adult education participants—similar to the previous two years' percentages. Reading assessments were conducted for 479 adults and mathematics assessments were conducted for 467 adults. Matched pre- and post-assessments were obtained for 279 adults in reading and for 276 adults in mathematics. On average, adults demonstrate a statistically significant 5-point increase in reading—from 233 to 237 ($p < .0001$) and a 9-point increase in math—from 217 to 226 ($p < .0001$).

The annual percentage of adults who demonstrate CASAS score gains in reading and mathematics fluctuates somewhat from year to year (see Figure 45). In PY97, the first year that CASAS tests were documented, only 48% of adults increased their scores in reading, and 56% increased scores in mathematics. Since then, there has been relatively small variation in annual percentages of adults who demonstrate gains. In PY14, 72% of adults demonstrate reading gains, and 75% demonstrate gains in mathematics, somewhat higher than percentages reported in the previous eight years.

Figure 45. Percentage of Adults Demonstrating CASAS Gains in Reading and Mathematics in Program Years 1997–2014



CASAS scores are grouped into five levels: (1) *pre-beginning/beginning literacy*, (2) *beginning/ intermediate basic skills*, (3) *advanced basic skills*, (4) *adult secondary*, and 5) *advanced adult secondary*. Score levels were examined in two ways. Reading and math scores were examined for all adults and matched pre- and post-scores were examined.

The first PY14 test scores for all adults are similar to pre-test scores of the matched subset in both reading and math (see Table 26). At their first assessment in PY14, 18% of adults with matched reading assessments score at the lowest *pre-beginning/beginning literacy* or *beginning/intermediate basic skills* levels and 25% score at the highest level (*advanced adult secondary*). At post-test, fewer (9%) score at *pre-beginning/beginning literacy* or *beginning/intermediate basic skills*, but the percentage scoring at the *adult secondary* levels increased from 50% to 65%, with 34% scoring at the *advanced adult secondary* level. Twenty-two percent of adults scored at the highest reading level at both pre- and post-test; another 36% of adults increased their score at least one level.

Table 26. Percentage Distribution of CASAS Score Levels of Center-based Adults for Initial Reading and Math Test Scores and for Matched Pre-test and Post-test Scores

	First Reading Test Score in PY14 (N=479)	Matched Reading Scores (N=279)		First Math Test Score in PY14 (N=467)	Matched Math Scores (N=276)	
		Pre-test	Post-test		Pre-test	Post-test
Pre-Beginning/Beginning Literacy (Below 200)	4	4	4	8	8	5
Beginning/Intermediate Basic Skills (200-219)	13	14	5	35	35	27
Advanced Basic Skills (220-234)	33	33	27	40	41	36
Adult Secondary (235-244)	23	25	31	13	12	23
Advanced Adult Secondary (245+)	27	25	34	4	4	9

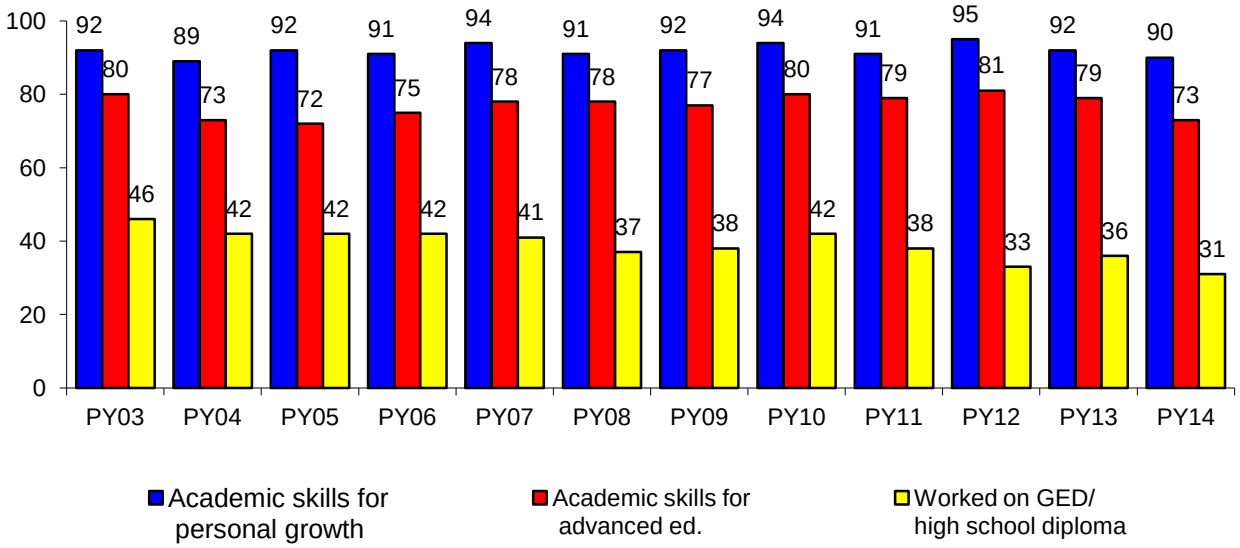
Forty-three percent of adults with matched scores in math score at the *pre-beginning* to *intermediate basic skills* in math, decreasing to 32% at post-test. Fifty-eight percent are assessed at the *advanced basic skill* level or higher at pre-test, but 68% scored at that level at post-test. Only 3% of adults score at the highest math level at both pre- and post-test, but 36% of adults advanced at least one level.

Adults report other academic FACE impacts for themselves.

- Ninety percent of responding adults report improved academic skills for personal growth (see Figure 46); 58% report that they are helped *a lot* in this area.[51] Seventy-three percent report improved academic skills for advanced education; 39% report that they are helped *a lot.*

[51] Rating options are *Yes, a lot; Yes, somewhat;* and *No*.

Figure 46. Percentage of Center-based Adults Reporting Academic Outcomes



- Thirty-one percent center-based adults report that FACE participation helped them obtain or make progress towards obtaining a GED or a high school diploma. At the time of initial enrollment, 42% of PY14 center-based adults had the goal of obtaining a GED or a high school diploma. Of 134 adults who reported this goal, 63% report that FACE participation helped them make progress towards achieving their goal, such as passing a GED test or receiving a GED diploma.

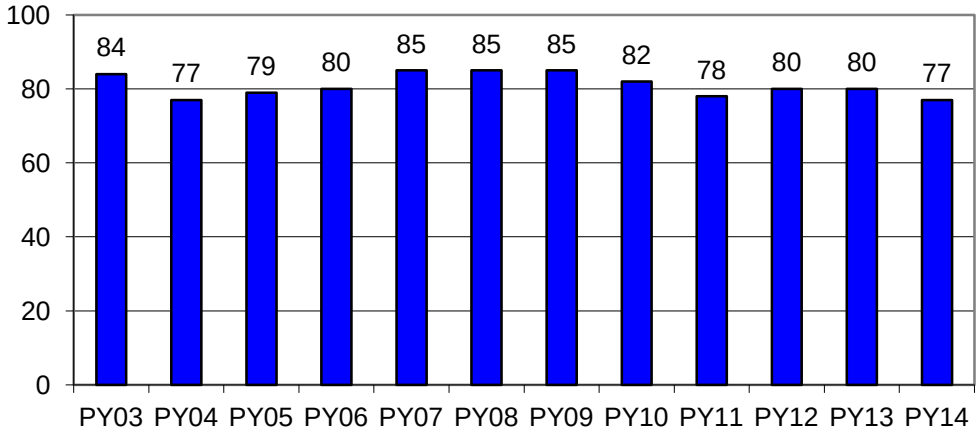
- FACE staff report that, during PY14, 84 adults completed GED or high school diploma requirements; 37 home-based adults received a diploma and 50 center-based adults earned their GED or high school diploma.[52] Since the inception of FACE, approximately 1,400 FACE adults have obtained their GED or high school diploma, about 20% of current and former center-based participants.

- Seventy-seven percent of center-based adults report that FACE participation improved their computer skills, similar to the recent years (see Figure 47). Forty-three percent of home-based adults also report this impact.

Fourteen percent of center-based adults (89 adults) attended college or vocational courses during the year. Programs also report that 129 home-based adults attended some form of post-secondary education program.

[52] Adults who were in both center-based and home-based services in PY14 were included in both center-based and home-based counts.

Figure 47. Percentage of Center-based Adults Reporting Increased Computer Skills



Home Literacy Outcomes

The 2001 Progress in International Reading Literacy Study (PIRLS) conducted by the International Association for the Evaluation of Educational Achievement (IEA) found that 4th grade students from homes with a large number of children's books (more than 100) have higher reading achievement than those students from homes with few children's books (10 or fewer).[53] These findings were duplicated in the PIRLS 2006 and 2011 studies.[54]

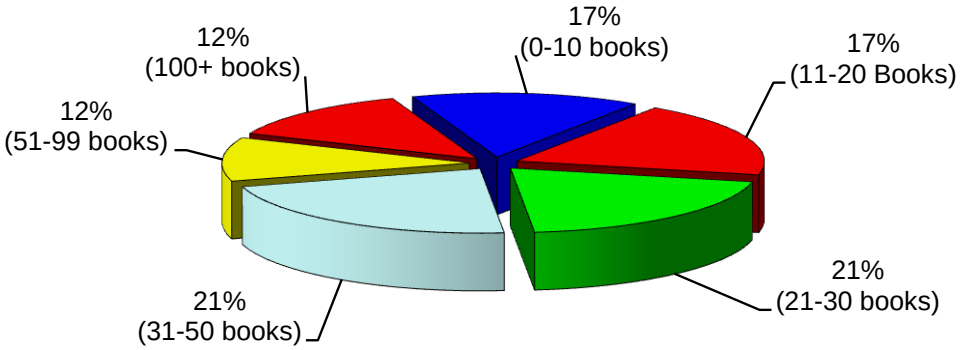
In all FACE components, literacy is emphasized—not only as a focus during service delivery, but with special emphasis on carry-over into the home. To support literacy, FACE addresses the need to increase the number of books in homes by implementing special initiatives designed to distribute books to families. The BIE funded the Dollywood Foundation's *Imagination Library* program, which provides a new book each month for FACE children.

At the end of PY14, parents reported the number of books in their homes for children and for adults. Thirty-four percent of parents report 20 or fewer children's books; 42% report 21-50 books, 12% report 51-99 books, and 12% report more than 100 children's books in their homes (see Figure 48).

[53] Mullis, I. V. S., Martin, M. O., Foy, P., & Drucker, K. T. (2012). *PIRLS 2011 international results in reading.* (p. 113), Chestnut, MA: Boston College. Retrieved on April 2014 from: http://timssandpirls.bc.edu/pirls2011/downloads/P11_IR_FullBook.pdf.

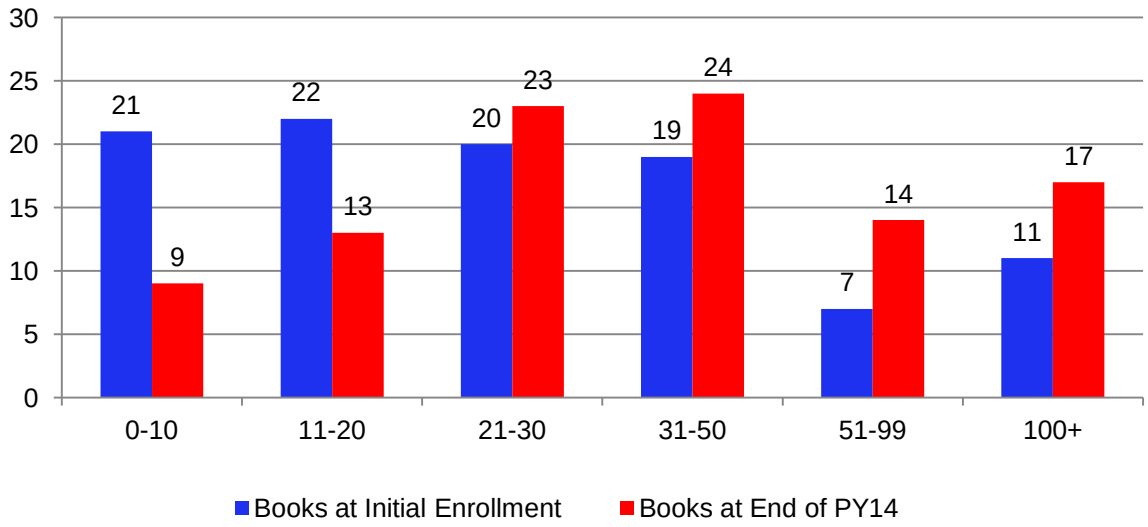
[54] Obtained from http://timss.bc.edu/PDF/P06_IR_Ch3.pdf (p. 113) on May 23, 2012.

Figure 48. Percentage Distribution of FACE Parents Reporting the Number of Children's Books in the Home at the End of PY14 (N=1,365)



The number of children's books reported at the time of initial enrollment increased significantly at the end of PY14 ($p < .0001$). Forty-three percent of FACE households had 20 or fewer children's books initially, but by the end of PY14 that percentage had decreased to 22% (see Figure 49). The percentage of adults reporting 21-50 books increased from 39% to 47%, and the percentage reporting more than 50 books increased from 18% to 31%.

Figure 49. Percentage Distribution of Matched Reports of the Number of Children's Books in FACE Households at the Time of Enrollment and at the End of PY14 (N=632)



While FACE has been instrumental in increasing the number of books in the home, FACE families lag somewhat behind families nationally and internationally in the number of children's books in homes. According to an international reading study, 27% of 4th grade students internationally, and a similar rate of 28% nationally, report more than 100 children's books in

their homes.[55] Of the 74 FACE parents with children in the 4th grade, 22% report 100 or more children's books in the home. A somewhat lower percentage (17%) of 466 FACE parents with children in grades K-6 report 100 or more children's books in the home.

Parent modeling of reading is another factor in stimulating children's interest in reading. Although the increase in number of books for adults was small, it was statistically significant. during FACE participation ($p = .01$). At the end of PY14, 46% of FACE households had 11-50 adult-level books, but only 10% had more than 50. Sixty-eight percent of FACE households had 20 or fewer adult-level books initially, with the percentage decreasing slightly to 61% at the end of PY14. The percentage of adults reporting 21-50 books increased from 23% to 28%, and the percentage reporting more than 50 books increased from 9% to 11%.

FACE parents report the frequency that they conduct literacy activities that support their children's learning (see Table 27). They report on literacy activities only if they believe the activities are age-appropriate for their children. The percentages of PY14 parents who conduct literacy activities at least weekly are similar to the percentages of parents who did so in recent years.

- Slightly more than three-fourths of parents praise their child, play with their child, and help their child to learn *daily or several times a day*. Almost 20% praise their child, play with their child, and help their child learn *almost daily*.

- Slightly more than two-thirds of FACE parents provide opportunities for their child to scribble/draw/color/write *daily or several times a day.* Almost one-fourth do so *almost daily.*

- Fifty-five percent of parents report that they let their child make choices *daily or several times a day,* and approximately 30% report that they do so *almost daily.*

- Fifty percent or more parents listen to their child read/pretend read and read to their child *daily or several times a day*. Slightly more than 45% participate in these activities *a few times a week.*

- Almost 55% of parents encourage their child to complete responsibilities *daily or several times a day.* Almost 45% encourage their child a *few times a week*.

- Almost one-half of FACE parents tell stories to their child *daily or several times a day.* Approximately 45% tell stories a *few times a week*.

- Almost 45% of FACE parents have discussions with their child *daily or several times a day,* 33% do so *almost daily,* and 15% do so *once or twice a week.*

[55] Mullis, p. 114.

Table 27. Percentage Distribution and Average Frequency That Parents Engage in Activities Supporting Home Literacy in PY14

Activities	Never or Almost Never (1)	A Few Times a Month (2)	Once or Twice a Week (3)	Almost Daily (4)	Daily or Several Times a Day (5)	Average	(N)
Praise child	<1	1	3	19	77	4.7	(1,336)
Play with child	<1	1	4	18	77	4.7	(1,336)
Teach child, help child learn	<1	1	2	19	77	4.7	(1,323)
Provide opportunities for child to scribble/draw/write	1	1	7	24	67	4.5	(1235)
Let child make choices	2	2	8	31	55	4.3	(1,220)
Listen to child read/pretend read	1	3	15	29	53	4.3	(1,188)
Read to child	1	3	18	28	50	4.2	(1,340)
Encourage child to complete responsibilities	2	3	11	32	53	4.3	(1,048)
Tell stories to child	2	4	17	29	48	4.2	(1,304)
Discuss day's events or special topics with child	3	6	15	33	43	4.1	(1,137)
Take child on special activities outside home	6	33	19	14	28	3.2	(1,300)
Permit my child to watch TV, videos, or DVRs.	3	5	21	38	33	3.9	(1,259)

- One-third of parents report that their child watches TV, videos, or DVR's *daily or several times a day*. Almost 40% do so *almost daily*. Almost 30% of parents permit their child to watch electronic media *once or twice a week* or less frequently.

- Approximately 60% of FACE parents take their child on special outings *once or twice a week* or more frequently. One-third do so *a few times a month*.

The frequency of home literacy activities reported by parents early in their FACE participation was compared with their report at the end of PY14.[56] At the end of PY14, parents conducted 8 out of 11 home literacy activities with their child significantly more frequently than they did early in their FACE participation. Parent ratings at the end of PY14 indicate that they significantly more frequently teach or help their child learn ($p < .01$), praise their child ($p =$

[56] Responses were only reported when parents believed the activity was age-appropriate for the child.

.0001), listen to their child "read" ($p < .001$), encourage their child to complete responsibilities ($p = .0001$), read to their child ($p = <.01$), tell stories to their child ($p < .0001$), discuss the day's events or special topics with their child ($p < .0001$), and take their child on special activities outside their home ($p < .05$) than they did at program entry. There are no significant differences in the frequency with which parents play with their child, provide opportunities for their child to scribble/draw/color/write and let their child make choices compared with early in their FACE participation (see Table 28).

Table 28. Average Rating of Frequency[57] That FACE Parents Report Engagement in Activities Supporting Home Literacy Early in FACE Participation and at the End of PY14

	Early in FACE	End of PY14	(N)	Significance Level*
Teach child, help child learn	3.89	3.95	(648)	< .01
Praise child	3.86	3.94	(653)	.0001
Play with child	3.92	3.93	(664)	ns
Provide opportunities for child to scribble/draw/write	3.83	3.88	(505)	ns
Listen to child read/pretend read	3.68	3.81	(492)	< .001
Encourage child to complete responsibilities	3.64	3.81	(384)	.0001
Let child make choices	3.80	3.79	(540)	ns
Read to child	3.68	3.75	(674)	< .01
Tell stories to child	3.57	3.70	(629)	<.0001
Discuss day's events or special topics with child	3.44	3.69	(454)	< .0001
Take child on special activities outside home	2.84	2.95	(632)	< .05

Figure 50 provides the percentage of parents who report engagement with their child *daily or almost daily* at the time of their initial enrollment in FACE and at the end of PY14. This demonstrates that parents report early success in teaching their child, praising their child, playing with their child and providing opportunities to scribble/draw/write as a daily part of their parenting routines. They require more and continued FACE support in increasing the frequency of reading-related activities, story-telling, having discussions with their child, and encouraging their child to complete responsibilities.

[57] For matched data, items were recoded to a 4-point scale that was used early in FACE implementation: 1=*never or almost never*, 2=*a few times a month*, 3=*a few times a week*, 4=*daily or almost daily*. Therefore, numeric scale responses for matched data will be lower than for data presented in Table 25.

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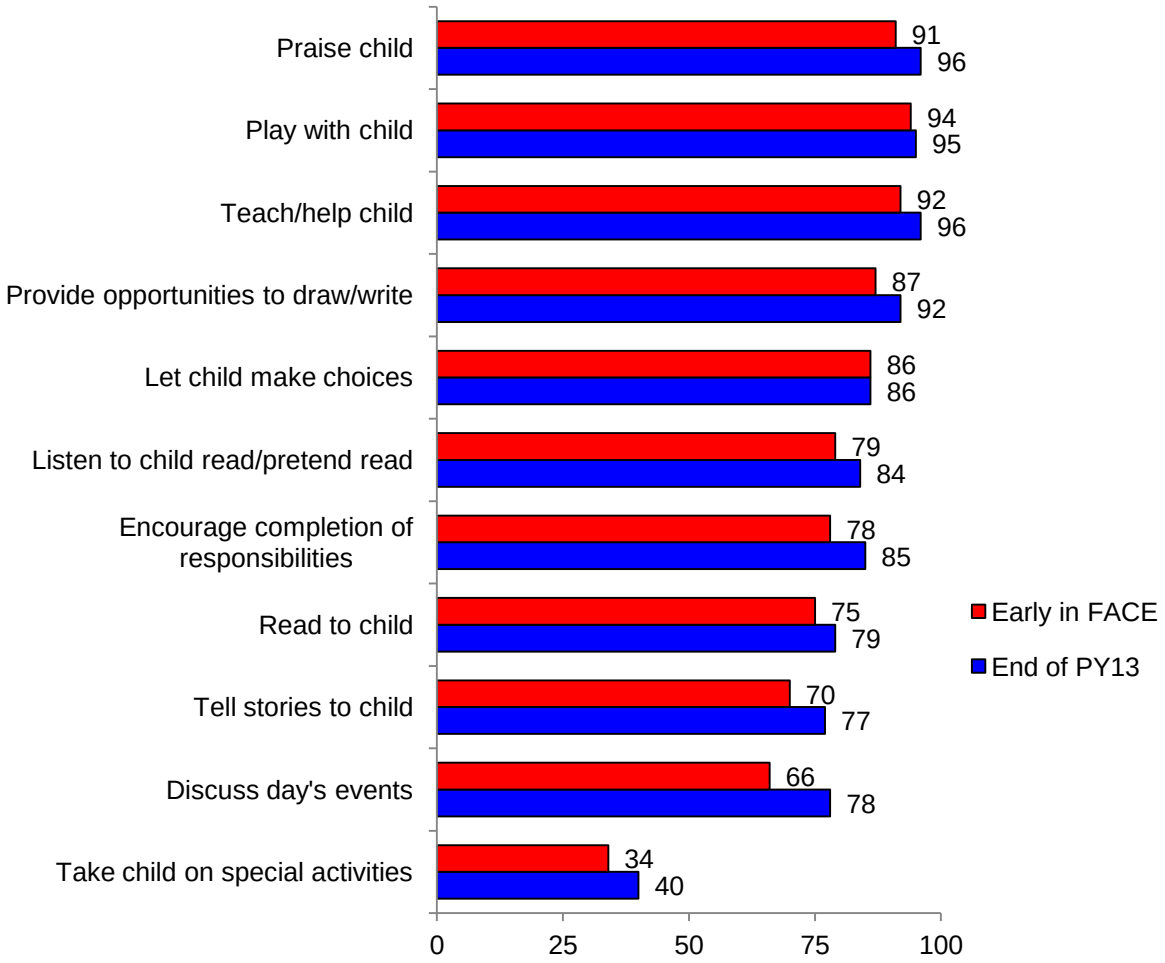
Figure 50. Percentage of FACE Parents Who Report Daily or Almost Daily Engagement with Their Child in Activities That Support Home Literacy At the Time of Initial Enrollment and at the End of PY14



Data collected from the National Household Education Surveys were examined to determine the frequency with which parents nationwide of children aged 3-6 engage in various home literacy activities with their children.[58] Their responses are compared to reports of center-based FACE parents who are participating with children aged 3 to 6.[59] Nationwide findings indicate that 55% of parents read to their pre-kindergarten children (aged 3-6) on a daily basis, a considerably smaller percentage than the 82% of FACE parents who report they read to their children this frequently (see Figure 51). Only 3% of the FACE parents and parents nationwide report that they *rarely or never* read to their children. Nationwide parents who are categorized as similar in economic status to most FACE families, read to their children even less frequently. Only 40% of those parents read *daily* to their 3-6 children.

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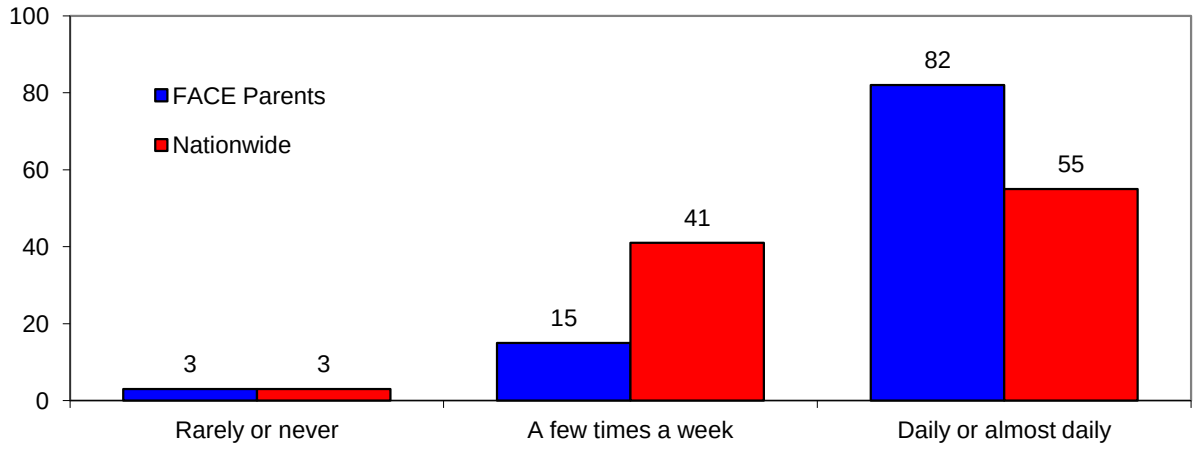
[58] Vaden-Kiernan, N., & McManus, J. (2008). *Parents' reports of the school readiness of young children from the National Household Education Surveys Program: 2007* (NCES Publication No. 2008-051, pp. 11-12). Washington, DC: U.S. Department of Education, Institute of Education Sciences.

[59] There is a slight variation in response categories. National categories of *not at all, once or twice, three or more times,* and *every day* are equated to FACE response categories of *never or almost never, a few times a month, once or twice a week, almost daily,* and *daily or several times a day.*

Figure 51. Percentage Distribution That Center-based Parents and Parents Nationally Read to Their Child



FACE adults also report their own engagement in literacy-related practices. Seventy-eight percent of adults report that they *frequently* read for pleasure at the time of initial enrollment and 80% report that they do so at the end of PY14 (see Table 29). Sixty-nine percent of adults report that they *frequently* spent time writing early in FACE, while 73% report *frequently* writing at the end of PY14. Seventy percent of adults report that they *frequently* worked with numbers early in FACE, similar to 73% reporting frequent work with numbers at the end of PY14. Twenty-two percent of adults report that they *frequently* used community resources that support learning early in FACE participation, significantly increasing to 27% at the end of PY14 ($p < .01$).

Table 29. Percentage of Adults Who Frequently Engage in Literacy-Related Activities Early in FACE Participation and at the End of PY14[60]

	Percentage		Average			
	Early in FACE	End of PY14	Early in FACE	End of PY14	Significance Level*	(N)
Read for enjoyment	78	80	3.16	3.18	ns	(695)
Spend time writing	69	71	2.92	2.96	ns	(686)
Work with numbers	70	73	2.97	3.06	ns	(679)
Use community resources that support learning	22	27	1.81	1.93	< .01	(690)

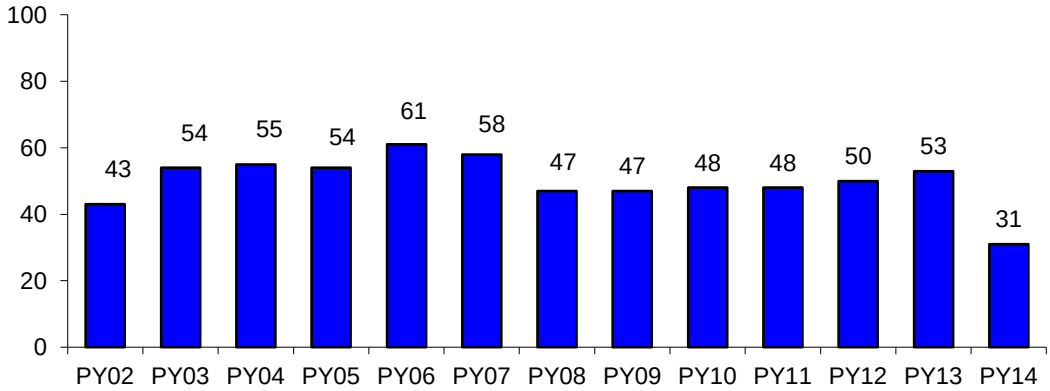
*ns=not significant

[60] Based on a frequency scale where 1=*Rarely* or *Never*, 2=*A Few Times a Month*, 3=*A Few Times a Week*, and 4=*Daily or Almost Daily*. "Frequently" for reading, writing, and working with numbers is defined as *A Few Times a Week* or *Daily or Almost Daily*; for using community resources, "Frequently" is defined *A Few Times a Month* or more often. Note that data collected on a 5-point frequency scale at the end of PY02 were recoded to a 4-point scale in order that data might be compared to the 4-point frequency scale used in earlier surveys. The PY02 responses were recoded so that *Never* and *A Few Times a Year*=1, *A Few Times a Month*=2, *Once or Twice a Week*=3, and *Daily or Almost Daily*=4.

Employment Outcomes

FACE programs provide employment information about participating adults. In PY14, 409 center- and home-based adults became employed during the year, 58 more adults than in the previous year. Of 275 center-based adults who report that they enrolled in FACE to improve their chances for getting a job or a better, 31% report that FACE helped them obtain a job or a better job—a decrease of 22 percentage points compared with the previous year and the lowest percentage over time (see Figure 52). Throughout the history of FACE, approximately 5,900 adults gained employment during their FACE participation.

Figure 52. Percentage of Center-based Adults with a Job-Related Goal Who Obtained Employment or Better Employment during PY14



Self-Improvement Outcomes

Adults provided information about ways in which FACE helps them as individuals. Findings are similar to prior year findings. A higher percentage of center-based adults are more likely to report a higher degree of self-improvement outcomes than are adults who participated in the home-based component. Differences are significant for all areas of self–improvement with the exception of improved physical fitness (see Table 30). These findings are consistent with the different areas of focus for the center-based and home-based components.

- Almost 95% of adults report that their FACE participation helped them feel better about themselves.

- Most adults (92%) report that they are more self-directed and self-disciplined as a result of participating in FACE.

- Almost 90% of adults report that they increased the effectiveness of their interactions with other adults and improved their communication skills as a result of participation in FACE.

Table 30. Percentage of FACE Adults Reporting Ways That FACE Helped Them and Average Rating[61] of Types of Self-Improvement by Service Received Throughout FACE Participation

Self-Improvement	1 Home-based Only			2 Center-based Only			3 Both Home- and Center-based			All Adults			Significant Differences*
	% reporting impact	Average rating	(N)	% reporting impact	Average rating	(N)	% reporting impact	Average rating	(N)	% reporting impact	Average rating	(N)	
Feel better about myself	93	2.6	(855)	99	2.7	(162)	94	2.7	(326)	94	2.6	(1,343)	2>1
Became more self-directed/self-disciplined	90	2.5	(841)	96	2.7	(162)	94	2.6	(322)	92	2.5	(1,325)	2>1
Interacted with other adults	87	2.4	(841)	96	2.7	(158)	92	2.5	(322)	89	2.5	(1,321)	2>1, 2>3, 3>1
Improved communication skills	85	2.4	(834)	96	2.6	(160)	92	2.5	(323)	88	2.4	(1,317)	2>1, 3>1
Improved physical fitness	69	2.1	(829)	82	2.2	(152)	75	2.2	(309)	72	2.1	(1290)	ns
Increased usage of native language	59	1.9	(825)	79	2.2	(155)	69	2.0	(311)	64	1.9	(1,291)	2>1, 3>1

* ns=not significant; otherwise, significant differences between designated groups (1=home-based only, 2=center-based only, 3= center- and home-based) at least at the ≤ .05 level.

[61] Averages are calculated on a 3-point scale, where 1=*No*, 2=*Yes, somewhat*, and 3=*Yes, a lot.*

- Adults believe that the emphasis on physical fitness through the Let's Move in FACE effort makes a difference for them. Seventy-two percents of adults report improved physical fitness as a result of participating in FACE. The opportunity to make the greatest impact resides in the center-based component, and 82% of center-based only adults report improvement in their physical fitness, while 75% of adults who receive both services and 69% of home-based-only adults report an impact.

- Adults also report that increased cultural awareness is an outcome of FACE. Sixty-four percent of adults indicate that participation in FACE helps increase their use of their native language. Almost 80% of adults participating in center-based-only services and almost 70% of adults participating in both components report this impact. Almost 60% of home-based-only adults report the impact.

Five percent of responding adults made comments about their experiences in the FACE program. Comments from 60% of the responding adults praise FACE saying, for example, "FACE is doing a wonderful job," "Everything good; hope it continues," and "No recommendations; it is just right." One participant summed up her experience by saying, "I had an awesome year."

A few adults made specific recommendations for improving their FACE program. Examples related to programming for adults include increasing space for activities, improving Internet services, providing opportunities to practice what is learned in workshops, increasing emphasis on building adults' self esteem, increasing training on working with kids with special needs, conducting weekly exercise classes, including more hands-on activities, and providing transportation to school events. Examples related to programming for children include providing more home visits and including more physical activity time or play time.

OUTCOMES FOR HOME-SCHOOL PARTNERSHIPS

The FACE program encourages home-school partnerships by providing training, support for FACE programs to collaborate with the regular school programs and opportunities for families to partner with schools. The goals of *increasing parent participation in their child's learning and expectations for academic achievement* and of *strengthening family-school-community connections* are addressed through a variety of FACE strategies, including promoting home literacy practices, providing opportunities for parents to participate in PACT Time at school with their K-3 children, offering transition activities for families with children entering kindergarten, and supporting parent involvement in their children's education.

Parent Involvement in Children's Education

The FACE program focus on increasing parent involvement in children's education is supported by past research. Parent involvement research indicates that (1) increases in family involvement in the school predicts increased literacy achievement and (2) family involvement in school matters most for children at greatest risk.[62]

[62] Dearing, E., Kreider, H., Simpkins, S., & Weiss, H. (2007). *Family involvement in school and low-income children's literacy performance.* (Family Involvement Research Digests). Cambridge, MA: Harvard Family

In PY14, 34% of FACE parents also had children attending K-6 grades in the FACE school; they report the frequency of their involvement with their child's schoolwork and class (see Table 31).

Table 31. Percentage of FACE Parents Reporting Involvement in Their K-6 Child's School and Average Frequency of Their Involvement

Activities	Never (1)	A Few Times a Year (2)	A Few Times a Month (3)	Once or Twice a Week (4)	Daily or Almost Daily (5)	Average	N
Help my child with schoolwork	1	<1	4	16	79	4.7	462
Communicate with my child's teachers about my child	3	5	28	25	39	3.9	462
Visit my child's classroom	5	18	30	18	29	3.5	462

- Almost 80% of FACE parents report that they help their K-6 child with schoolwork *daily or almost daily*; 16% do so at least *once or twice a week.*

- Ninety-seven percent of FACE parents communicate with their K-6 child's teacher. Almost 40% do so *daily or almost daily*—a very high frequency of parent-teacher communication. One-fourth of FACE parents communicate with their child's teacher at least *once or twice a week,* and 28% do so *a few times a month.*

- Ninety-five percent of FACE parents visit their K-6 child's classroom at least once during the year, and approximately 45% do so at least *once or twice a week*; 30% visit the classroom *monthly.*

The frequency of parent involvement is structurally related to the FACE component in which families are participating. Center-based parents by definition visit their child's school and classroom more frequently because the school is the location for their FACE participation. Similarly, both home- and center-based participants are more likely to report parent involvement if they have children in K-6 grades at the school. For these reasons, Table 32 provides parent involvement results for all FACE participants, then separately for center- and home-based parents. FACE parents with K-6 children are reported as another subcategory.

Research Project. Retrieved May 11, 2009 from http://www.hfrp.org/publications-resources/publications-series/family-involvement-research-digests/family-involvement-in-school-and-low-income-children-s-literacy-performance.

Table 32. Percentage of FACE Parents Reporting the Frequency of Involvement in Their Child's School by FACE Services Received in PY14

Activities	Never (1)	A Few Times a Year (2)	A Few Times a Month (3)	Once or Twice a Week (4)	Daily or Almost Daily (5)	N
Attend classroom or school events						
All FACE	18	19	30	13	20	1,342
Center-based	5	7	17	19	52	353
Home-based	21	22	33	12	12	1,087*
FACE K-6	7	19	29	18	27	462
Center-based	3	7	16	23	51	176
Home-based	9	25	36	16	14	329*
Volunteer time to provide instructional assistance at school						
All FACE	56	12	14	9	8	1,333
Center-based	33	13	18	17	20	350
Home-based	63	13	13	7	5	1,081*
FACE K-6	46	14	15	14	11	462
Center-based	27	14	15	23	21	175
Home-based	55	16	15	9	5	330*
Volunteer time to provide other assistance at school						
All FACE	46	21	16	9	8	1,335
Center-based	26	20	19	17	18	352
Home-based	52	21	15	7	5	1,081*
FACE K-6	33	25	18	13	11	464
Center-based	19	21	20	20	19	176
Home-based	40	27	17	9	6	331*

*Center-based and home-based differences are statistically significant at the .05 level or lower.

- Slightly more than 80% of FACE parents attend classroom or school events at least *a few times a year*; on average parents attend *a few times a month*. Ninety-three percent of FACE parents of K-6 children attend classroom or school events. Forty-five percent of FACE parents attend these events *once or twice a week* or more frequently.

- Almost 55% of FACE parents volunteer time to provide assistance other than instructional assistance at the school; on average parents do so slightly more frequently than *a few times a year*. Two-thirds of FACE parents of K-6 children volunteer time to provide other assistance at school. On average, they do so slightly more often than *a few times a year*.

- Almost 45% of FACE parents volunteer time to provide instructional assistance at least *a few times a year*. Almost 55% of FACE parents of K-6 children volunteer time to provide instructional assistance at school, doing so, on average, slightly more often than *a few times a year*.

- Center-based parents are significantly more frequently involved in their child's school than are home-based-only parents on the three indicators for all parents and for parents with K-6 children.

- Center-based parents report a significantly greater frequency than do home-based-only parents on parent involvement indicators that do not necessarily require a presence at the school. Center-based more frequently communicate with their child's teacher ($p < .0001$) and help their child with homework ($p = .05$).

FACE parents also report on their participation on school committees or boards and finding help through the school, such as obtaining information about community services.

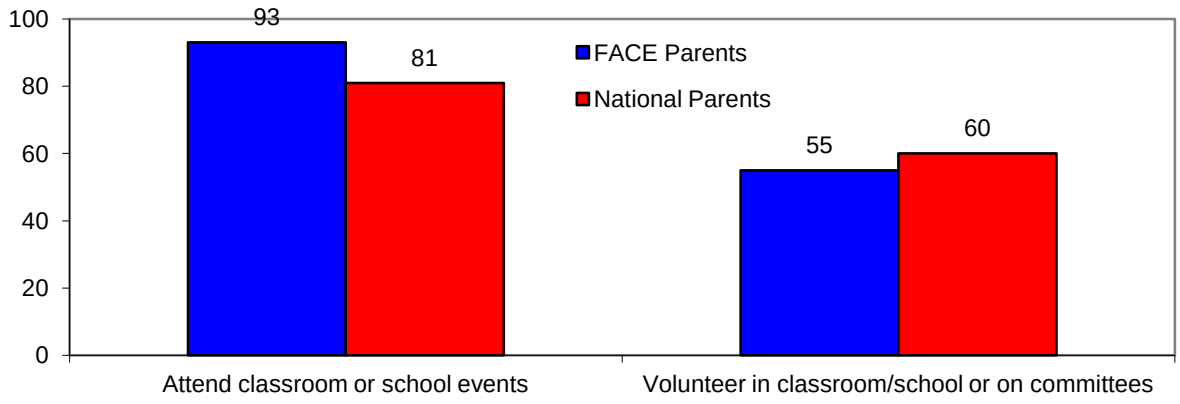
- Twenty-five percent of FACE parents of K-6 children and 17% of all FACE parents participate on school committees or boards, similar to participation levels reported in prior years.

- Fifty-six percent of FACE parents of K-6 children and 46% of all FACE parents find the help they need through the school.

Parent involvement in school-related activities can be examined in the context of national findings from the analysis of data from the National Household Education Survey, which collected data from parents of children in grades K-5.[63] Involvement for the 453 PY14 FACE parents of children in grades K-5 was examined, and results suggest that FACE parents continue to be more involved in their child's education than are parents nationally. Most of the FACE parents with K-5 children attend classroom or school events (93%), compared with 81% of parents nationally (see Figure 53). Nationwide, 60% of parents volunteer in the classroom or school or participate on school committees, slightly more than the 55% of FACE parents who report doing so.

[63] National Center for Education Services. (2007). Parent & family involvement in education, 2006-07 school year, from the National Household Surveys Program of 2007. p. 9. Retrieved June 3, 2013 from: http://nces.ed.gov/pubs2008/2008050.pdf

Figure 53. Percentage of FACE Parents of K-5 Children and a National Comparison Group of Parents Reporting Involvement in Their Child's Education



Collaboration with the Regular School Program

Collaboration between the FACE program and the regular school program occurs in several ways. FACE staff members participate in regular school staff activities, such as professional development and meetings. They work with classroom teachers, support teachers, and the library staff to augment FACE participants' experiences and to facilitate children's transition to the elementary school. They work with other support staffs to better serve those FACE children and their families needing special assistance.

Most FACE programs report some degree of participation in school-provided professional development opportunities, regular school meetings, and schoolwide planning; the frequency of their participation varies somewhat among the activities and from year to year (see Table 33).

Table 33. Percentage Distribution of the Frequency That FACE Program Staffs Participate in Regular School Activities (N=43)

	Never	A Few Times a Year	Monthly	Weekly
Participate in school training/professional development	2	29	50	19
Participate in regular school meetings	0	24	42	44
Participate in schoolwide planning	0	35	49	16

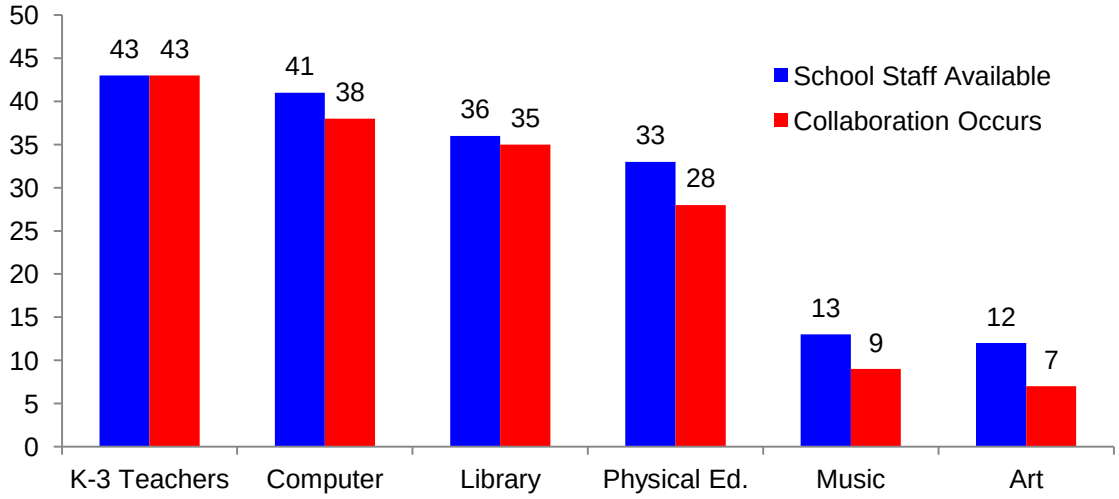
- Staff members at all but one FACE program participate in training and professional development at their schools. Staffs in almost 70% of the programs, compared with slightly more than half of the PY13 programs, participate at least *monthly*, while staffs in almost 30% of the programs participate *a few times a year*.

- Staff members in all FACE programs participate in regular school meetings, with *weekly* participation occurring for almost 45% of the programs, a ten percentage point increase compared with the previous year. *Monthly* participation occurs for approximately 40% of the programs, and participation occurs *a few times a year* for one-fourth of the programs.

- FACE staff members in all programs participate in schoolwide planning. In approximately 15% of programs, staff members participate as frequently as *weekly*. In almost half of programs, staff members participate *monthly*, and in 35% of programs, staff members participate *a few times a year*.

FACE staffs work with classroom teachers, teachers of specific subjects, and the library staff to enhance FACE participants' experiences and to facilitate transition to school. FACE staffs at all schools collaborate with K-3 classroom teachers, similar to recent years when more than 90% of FACE staffs collaborated with K-3 classroom teachers. FACE staffs collaborate with computer staffs at 93% of the schools where these staffs are available (see Figure 54). Librarians are available at 36 schools and collaboration occurs at all but one of these schools. Thirty-three schools offer physical education; FACE collaborates with physical education teachers at 28 of these schools, eight more schools than the previous year. Thirteen schools offer music (one more than the previous year). FACE staffs collaborate at nine of the schools offering music. Twelve schools offer an art program (three more than the previous year), and FACE collaborates with the art teacher at seven of these schools.

Figure 54. Number of FACE Sites Where School Staff are Available and That Collaborate with School Staff



FACE staffs rate the frequency with which they collaborate with school staffs (see Table 34). Some variation in the frequency of collaboration during PY14 occurs compared with PY13 frequencies.

Table 34. Percentage Distribution of FACE Program Staffs Rating the Frequency With Which They Collaborate with School Staffs

	Never	A few times a year	Monthly	Weekly	(N)
K-3 teachers	0	58	16	26	(43)
Computer	7	24	24	44	(41)
Library	3	28	14	56	(36)
Physical education	15	18	3	64	(33)
Music	31	8	8	54	(13)
Art	42	42	0	17	(12)

- Almost 60% of staffs meet with K-3 classroom teachers *a few times a year*, while slightly more than one-fourth meet *weekly*. Only 16% meet with K-3 classroom teachers *monthly*, a percentage lowered by half compared with the previous year.

- FACE staffs at 44% of programs where a computer teacher is on the school staff collaborate with the computer teacher *weekly*. Approximately one-fourth of program staffs collaborate with the computer teacher *monthly*, and approximately one-fourth collaborate *a few times a year*.

- At approximately 55% of the schools with a functioning school library, collaboration between the FACE and library staffs occur *weekly*. In almost 15% of the schools, it occurs *monthly*. In almost 30% of the schools, collaboration occurs *a few times a year*.

- In PY12, staffs at almost 95% of the sites where schools have a physical education program collaborated with the physical education teacher; in PY13, the percentage decreased to approximately 75% of the programs, but increased again in PY14 to 85% of the programs. For programs that do collaborate, the frequency of that collaboration increased in PY13 and PY14; almost 65% of programs collaborate with their school's physical education teacher *weekly*. The percentage of staffs that *never* collaborate decreased by 11 percentage points in PY14.

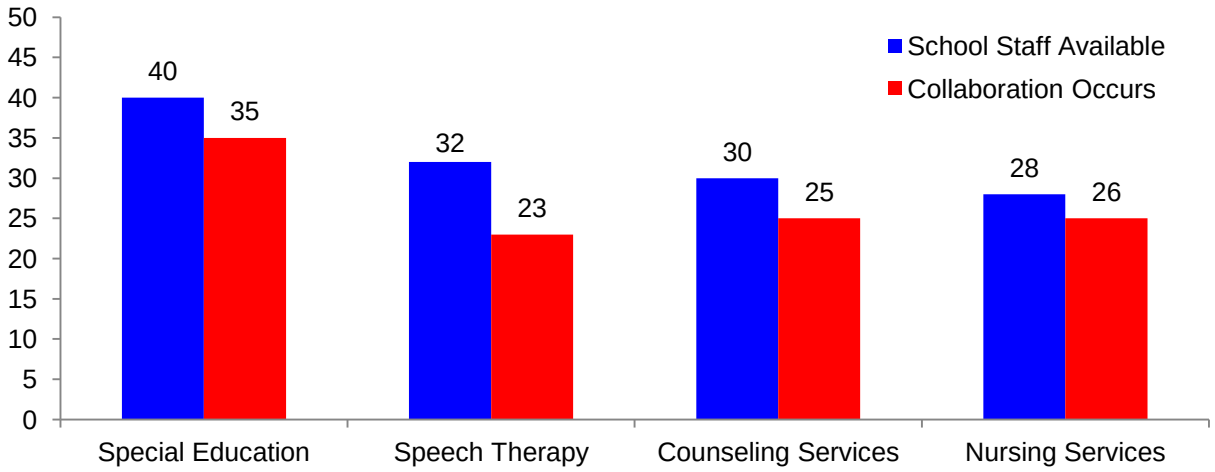
- Consistent with past findings, few FACE programs collaborate with music or art teachers, because few schools offer music or art programs. Of the 13 schools with music teachers, *weekly* collaboration occurs at seven schools, staffs at one school collaborate *monthly*, and staffs at one school collaborate *a few times a year*. Of the 12 schools with an art program, staffs at two programs collaborate *weekly* and staffs at the remaining ten programs collaborate *a few times a year* or *never*.

FACE programs also work with support staffs to better serve FACE children and their families needing special assistance and to facilitate transition to school for these children. The

availability of support staff affects the frequency with which collaboration takes place, as do the needs of families being served.

Forty FACE schools offer Special Education services in PY14 compared with 39 that did so in PY13. The FACE program collaborates in 35 of the 40 schools (see Figure 55). Speech therapy is available in 32 FACE schools (compared with 29 in PY13); collaboration occurs in 23 of these schools. Counseling services are available at 30 FACE schools (compared with 36 in PY13); collaboration occurs in at least 25 of these schools.[64] At 28 schools, nursing services are available; FACE programs collaborate with nursing staff at 26 sites.

Figure 55. Number of FACE Sites Where School Support Staff are Available and That Collaborate with School Support Staff



FACE staffs rate the frequency with which they collaborate with school support staffs (see Table 35). Generally, collaboration occurs with somewhat less frequency that it did during PY13, with the exception of counseling services, where collaboration occurs with similar frequency.

- For almost 55% of the programs, collaboration with Special Education occurs only *a few times a year* and for almost 15% of the programs it never occurs. For almost one-fourth of the programs *weekly* collaboration is needed to serve families and for almost 15% *monthly* collaboration is sufficient.

[64] FACE programs at one school with a counseling program did not rate the frequency with which FACE staff and the counselor collaborated, therefore it could not be determined if collaboration occurred at this site.

Table 35. Percentage Distribution of FACE Program Staffs Rating the Frequency With Which They Collaborate With Support Staffs

	Never	A few times a year	Monthly	Weekly	(N)[65]
Special Education	13	53	13	23	(40)
Speech Therapy	28	28	6	38	(32)
Counseling Services	17	48	17	17	(29)
Nursing Services	7	39	29	25	(28)

- Almost 40% of programs collaborate *weekly* with speech therapy staff members to support preschoolers' needs. The percentage of programs that collaborate *monthly* or *weekly* has been similar for three years. Almost 30% collaborate *a few times a year*, perhaps when children are transitioning into the regular school program. Almost 30%, seemingly, never need their school's speech therapy services.

- At almost 35% of sites where counseling services are available, collaboration with staff occurs at least *monthly*, and it occurs *a few times a year* at almost half of these sites.

- One fourth of programs at schools where a nurse is available collaborate *weekly* and almost 30% collaborate *monthly*. Almost 40% do so only *a few times a year*.

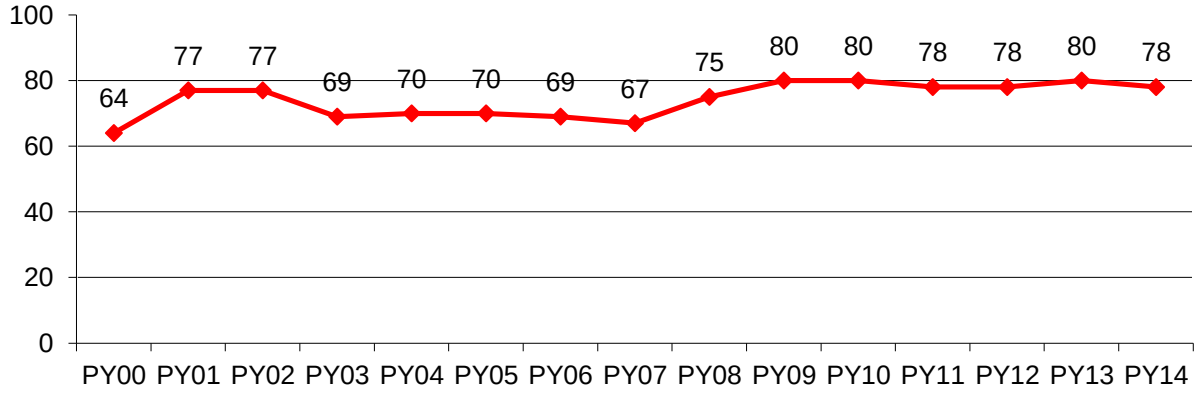
FACE programs also report other school staffs that collaborate with FACE. Six FACE programs report collaboration with food services or transportation. Each of the following areas are reported by one or two FACE programs: agriculture, compliance officer, culture teacher, early intervention services, occupational therapy, social worker, custodial services, facilities management, behavior intervention services, purchasing agent, academic coaches, and school security.

Transition to School

At the end of PY14, 42 programs report that 227 FACE children (173 center-based and 54 home-based) will transition into kindergarten in fall 2014, 11 more children than in the previous year. FACE programs served between one and 19 transitioning children (see Appendix G for transition of children by site). Seventy-eight percent of the transitioning children (177 children) are expected to attend kindergarten at their FACE schools similar to the percentages for the past five years (see Figure 56). A higher percentage of center-based children are expected to attend kindergarten at their FACE school compared with home-based children (82% vs. 65%).

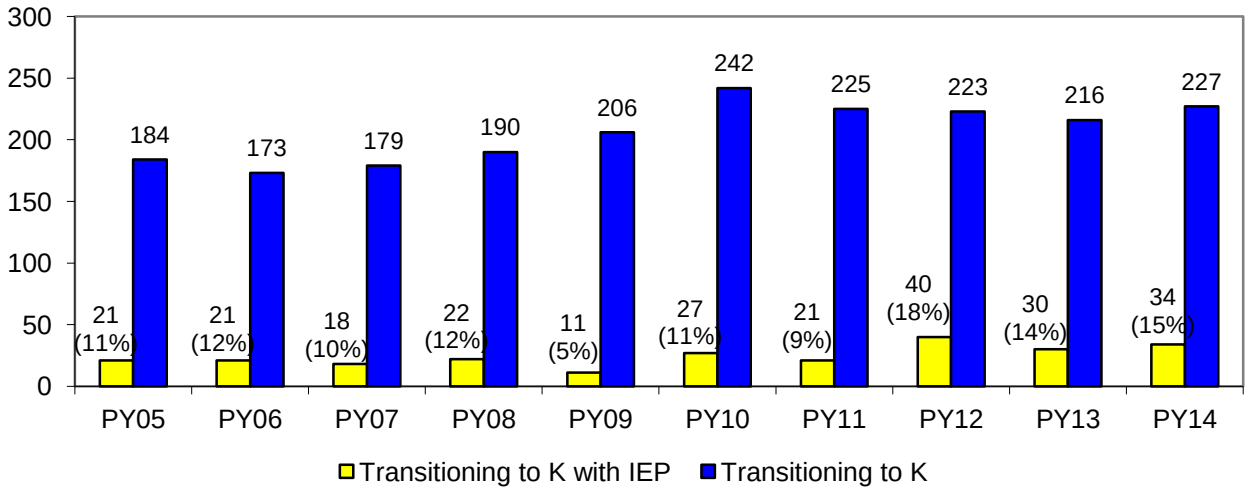
[65] One FACE program did not rate the frequency with which staff members collaborated with the counselor.

Figure 56. Percentage of FACE Children Transitioning to Kindergarten Who Were Expected to Attend Their FACE School—by Program Year



Eighteen FACE programs report transitioning 34 children (30 center-based and 4 home-based) with an Individual Education Plan (IEP) to school. In fact, 15% of transitioning children are expected to enter kindergarten with an IEP (see Figure 57).

Figure 57. Number of FACE Children Transitioning Into K and Number (and Percentage) of Transitioning Children Who Have an IEP PY05-PY14



Of 257 parents who report that their children will enter kindergarten in fall 2014, 61% indicate that their child will attend kindergarten at their FACE school. (The approximately 158 children who are expected to attend kindergarten at FACE schools is somewhat less than the 177 children reported by FACE staff, perhaps due to the fact that not all parents with transitioning children completed an exit form.)

For the 99 parents who provide reasons why their child will not attend the FACE school, the most common reason, reported by 47% of these parents, is that the child's home is located closer to another school (see Table 36). Other reasons cited by these parents include that the child's

siblings attend another school (27%). Approximately 15% believe that another school will better benefit their child, that another school is more conveniently located relative to their work, and that they have transportation issues for continuing at the FACE school. Eight percent will be moving out of the area.

Table 36. Percentage and Number of FACE Parents Reporting Reasons for Their Children to Attend a School Other Than the FACE School[66] (N=99)

Reasons	Percent
Home is located closer to another school	47
Siblings attend another school	27
Another school will benefit my child more	17
Another school is more convenient for location or schedule of work	16
Transportation issues	13
Move out of the area	8
Other	8

Regardless of where children attend kindergarten, preparing FACE families for smooth transitions from FACE to school is an important focus in FACE programs. To support the transition of children, FACE and school staffs collaborate in a variety of ways. Some involve informal interactions and others occur as part of formalized transition plans. Most programs (93%) have a plan that includes guidance for helping center-based children transition to kindergarten (see Table 37), and approximately 45% include a section on assisting home-based children with their transition to kindergarten.

Table 37. Percentage and Number of Programs with a Written Formalized Family Transition Plan That Includes Provisions for Transitioning to Kindergarten

	Percent	Number	(N)
Center-based children to kindergarten	93	39	(42)
Home-based children to kindergarten	46	19	(41)

All but seven programs (84%) have a written transitional plan that includes provisions for serving transitioning children with special needs. Staff members at 98% of the FACE programs report that they coordinate with IEP/IFSP service providers.

Transition plans might include opportunities for transitioning children to participate in regular school activities while they are in FACE preschool (see Table 38). At all but four of the

[66] Percentages are greater than 100% because some respondents checked more than one reason.

programs, the FACE program provides opportunities for FACE children to interact with other children in the school (in addition to meals and recess). In almost 30% of the programs, children have the opportunity to do so *weekly*; in almost 20% of the programs, they have the opportunity to do so *monthly*. In almost 45% of the schools, children have the opportunity to interact with the larger school community only *a few times a year*.

Table 38. Percentage Distribution of the Frequency That FACE Programs Provide Opportunities for Children to Participate in Regular School Activities

	Never	A Few Times a Year	Monthly	Weekly	(N)
To interact with other children in school	9	44	19	28	(43)
To use the school library	17	19	14	50	(42)

Schools support the FACE program's literacy efforts and focus on transitioning preschoolers to school by offering library services at almost 85% of the sites. The frequency with which FACE children use the school library varies among sites; at half of the schools, library services occur *weekly*, and at almost 15% they occur *monthly*. In almost 20% of the programs, children only have the opportunity *a few times a year;* and in 17% of programs, FACE children *never* use the school library because the school does not have a librarian.

FACE staff members at all but one site meet with kindergarten teachers specifically to plan for children's transition from FACE to kindergarten. For approximately three-fourths of the programs, participation in transition meetings occurs *a few times a year;* at 16% of sites, it occurs *monthly;* and at three sites, it occurs as frequently as *weekly*.

At the end of PY14, FACE programs report the number of participants that received assistance with the transition to kindergarten. Eighty-four percent of programs report that 194 children received assistance with transition; 76% of these children are reported to be transitioning to kindergarten.

Staffs at 36 programs report that 169 center-based children were helped with their transition to kindergarten. Transition assistance was provided to 95 adults whose children were transitioning at 22 sites (see Table 39).

Table 39. Number of Children and Adults Who Were Assisted in Transitions to Kindergarten in PY14

	Children	Sites	Adults	Sites
Center-based to kindergarten	169	36	95	22
Home-based to kindergarten	25	10	16	5

Programs also provide assistance with the transition to kindergarten of home-based participants. Staffs at 10 programs report that 25 home-based children were helped with their transition to kindergarten, while 16 parents of transitioning children received assistance.

Parents were asked if their child would be transitioning to kindergarten and, if so, if FACE helped their child or them in the process. Of the 106 center-based parents who report that their child was transitioning, 71% report that FACE helped with the preparation (see Table 40). Of the 49 home-based parents who report on transition to kindergarten, slightly more than two-thirds report that FACE helped.

Table 40. Number of Parents Reporting their Children Were in Transition to Kindergarten and Number and Percentage Who Were Assisted By FACE in PY14

	Received Help from FACE		
	%	#	(N)
Center-based to kindergarten	71	75	(106)
Home-based to kindergarten	67	33	(49)

OUTCOMES FOR COMMUNITY PARTNERSHIPS

A critical factor in accomplishing the goals to *strengthen family-school-community connections* and to *support and celebrate the unique cultural and linguistic diversity of each American Indian community served by the program* is the role of FACE in assisting participants to access services available in the community. The FACE program addresses these goals through coordination with community partners who provide services for FACE families and through integration of culture and native language in program services. In addition to program reports, participating adults also provide evidence that participation in FACE supports these goals through their own community involvement.

Coordination with Community Agencies/Programs

A key to the success of the FACE program is the establishment of a network of partners that provide needed services for FACE families and FACE programs. The nature of the coordination with networking organizations varies among FACE programs and may include the exchange of information, receipt of referrals from the organization, referrals made to an organization, and services provided to or by a partnering organization. When community partners are willing to network, they can serve as an important recruitment source for FACE and often view FACE as a resource for their own clients and programs. Strengthening networks is an ongoing task for FACE programs so that community partners become valuable resources and recruiters for FACE.

Many of the FACE sites are remote and community services are difficult to obtain. Nevertheless, programs report an extensive network of relationships. The network includes agencies and programs that provide basic services, such as social, health, housing, and law enforcement services. The network also includes educational institutions and programs for

adults and children. Not all FACE programs are located in communities where all the services are available, and even though services are available in their community, not all programs network with available services (see Table 41). Additionally, the availability of services and the percentage of sites networking with community services vary from year to year.

Table 41. Percentage of FACE Sites Where Services Are Available and Percentage of Those Sites Where Networking Occurs

Community Agency	Percentage of Sites Where Services are Available (N=43)	Where Services are Available: Percentage of Sites Where Networking Occurred	(N)
BASIC SERVICES			
WIC	100	86	(43)
Health services	98	95	(42)
Tribal/BIA social services	98	81	(42)
TANF (Temporary Assistance for Needy Families)	93	100	(40)
Housing services	91	82	(39)
Community services (e.g., drug/alcohol abuse)	91	87	(39)
County/state social services	88	79	(38)
Tribal court/law enforcement	81	69	(35)
EDUCATIONAL SERVICES—Adults			
Workforce Development	93	78	(40)
Tribal college or other post-secondary	84	92	(36)
Tribal/BIA Adult Education	70	83	(30)
EDUCATIONAL SERVICES—Children			
Public school	93	70	(40)
Child Find	93	95	(40)
State Early Intervention	84	86	(36)
Head Start	84	86	(36)
Tribal Early Intervention	81	91	(35)
Public Preschool	67	69	(29)
Early Head Start	47	75	(20)
Private Preschool	14	33	(6)
Even Start	7	33	(3)

Basic Services

All FACE programs are located in communities where staff members and families can access Women, Infants, and Children (WIC) program services. Almost all communities provide health services (98%) and tribal/BIA social services (98%). Most communities offer Temporary Assistance for Needy Families (TANF) services (93%); housing services (91%); services for abusive situations, such as alcohol and drug abuse or domestic violence (91%); and county or state social services (88%). Approximately 80% of FACE programs are located in communities served by a tribal court or law enforcement.

Where basic services are available, the percentage of FACE programs that network with a basic services agency vary by 10 percentage points or less compared with the previous year.

- All programs with access to TANF collaborate with this agency.
- Most FACE programs (95%) coordinate with health services.
- Approximately 85% of programs work with WIC services and with community services for abusive situations.
- Approximately 80% of programs with access to housing services, Tribal or BIA social services, and county or state social services team with them.
- Almost 70% of FACE programs with access to tribal court or law enforcement agencies collaborate with them.

Educational Services

Most FACE programs are in communities that have a Workforce Development program (93%). Almost 85% have at least one tribal college or other post-secondary education organization. Seventy percent of FACE communities have a tribal or BIA adult education program. The percentage of sites where educational services for adults are available declined by 11 percentage points for access to tribal college or other post-secondary institutions, but increased by 9 percentage points for access to tribal or BIA adult education services, compared with the previous year.

Between 75% and 95% of FACE programs that are located in communities where post-secondary educational institutions, adult education programs, and Workforce Development are available coordinate with the services. The percentages of sites where networking occurs for these three areas of adult educational services are generally similar to the previous year.

- Slightly more than 90% of programs with access to post-secondary institutions collaborate.
- Almost 85% coordinate with tribal or BIA adult education programs.
- Almost 80% team with Workforce Development.

Various educational organizations serving young children are located in FACE communities. Where services are available, the percentage of communities where networking occurs varies from one-third of communities to almost 95% of communities. Most communities have a public school (93%) and a Child Find program (93%). Almost 85% have a State Early Intervention program and a Head Start program, and slightly more than 80% have a Tribal Early Intervention program. Approximately two-thirds offer public preschool and slightly more than 45% offer Early Head Start services. Almost 15% have private preschools. Only three communities (7%) have an Even Start program. The percentages of communities where educational services are available are similar to the previous year's percentages with two exceptions. Percentages of communities with access to Tribal Early Intervention declined by 10 percentage points and those with private preschools declined by 18 percentage points.

- In 95% of FACE communities that have a Child Find program, the FACE program works with Child Find to identify children needing services.

- In communities where early intervention services are available, slightly more than 90% of FACE programs coordinate with Tribal Early Intervention, while slightly more than 85% do so with State Early Intervention.

- Slightly more than 85% of FACE programs that can access Head Start and three-fourths that can access Early Head Start network with them.

- At approximately 70% of the FACE sites with a public school and with a public preschool, FACE staffs collaborate with school and preschool staffs.

- Of the six FACE programs where the community offers private preschool (eight fewer communities than the previous year), only two coordinate with their community's private preschools.

- An Even Start program is located in three FACE communities; collaboration occurs between the programs in only one of these communities.

Programs list at least 40 other agencies or organizations with which they collaborate. These groups support families' basic needs, safety, education, health, and mental and spiritual well-being. Examples include cultural center or organization, such as Dine' be' i'ina; diabetes prevention programs, such as the Genesis Diabetes Program; extension services; behavioral health programs and treatment centers, financial institutions, fire department, early intervention services such as First Things First, Bright Start, and Circle of Smile; churches; food bank; senior citizens program; relief charities; public library; dental services; Boys and Girls Club; public health departments; community transportation services; non-tribal police services; fitness center; and foster grandparent program,

Adult Involvement with the Community

FACE adults report the frequency of their involvement in their community. Their responses are analyzed by the type of FACE services in which they participate (see Table 42). Significant differences are found among the types of services on three of the five measures.

- Eighty-nine percent of PY14 FACE adults participate in community social events; on average, they do so *a few times a month.* This frequency is similar to recent years. Adults who receive home-based-only services participate significantly less frequently than do center-based-only adults.

- Eighty percent of adults use community resources that support learning, similar to percentages in recent years. On average, they use the resources almost as frequently as *a few times a month*. Center-based-only adults use community learning resources significantly more frequently than do home-based-only adults.

- Sixty-two percent of adults use community resources designed to meet special needs, such as social services. As in the past few years, they do so somewhat more frequently than *a few times a year,* on average. There are no significant differences between home- and center-based participants who use resources to meet special needs.

- Fifty-two percent of adults attend tribal or chapter meetings, engaging in this activity an average of *a few times a year*. In PY 12 and in PY13, 60% of center-based-only adults attended tribal or chapter meetings slightly more frequently than *a few times a year*; in PY14, the percentage was lower at 52% of center-based only adults. There are no significant differences between center- and home-based adults who attend tribal or chapter meetings.

- Fifty-two percent of adults volunteer to help community services programs, engaging in this activity *a few times a year,* on average. Home-based-only adults participate significantly less frequently than do center-based-only adults.

Table 42. Percentage of FACE Adults Reporting Types of Community Involvement and Average Frequency of Involvement by Services They Received Throughout Their FACE Participation[67]

Community Involvement Activity	1 Home-based			2 Center-based			3 Both Home- and Center-based			All Adults			Significant Differences*
	% reporting involvement	average frequency of involvement	(N)	% reporting involvement	average frequency of involvement	(N)	% reporting involvement	average frequency of involvement	(N)	% reporting involvement	average frequency of involvement	(N)	
Participate in community social events	89	3.0	(862)	90	3.3	(156)	90	3.0	(358)	89	3.0	(1,331)	2>1
Use community resources that support learning	78	2.7	(867)	82	3.0	(158)	84	2.8	(316)	80	2.7	(1,341)	2>1
Use community resources designed to meet special needs	61	2.3	(861)	61	2.4	(155)	66	2.3	(313)	62	2.4	(1,329)	ns
Attend tribal or chapter meetings	51	2.0	(866)	52	2.0	(155)	55	2.0	(316)	52	2.0	(1,337)	ns
Volunteer to help community service programs	48	2.0	(862)	62	2.2	(155)	57	2.0	(314)	52	2.0	(1,331)	2>1

*ns=not significant; otherwise, statistically significant at p = .05.

[67] Averages are calculated on a 5-point scale, where 1=*never*, 2=*a few times a year*, 3=*a few times a month*, 4=*once or twice a week*, and 5=*daily or almost daily*.

INTEGRATION OF NATIVE LANGUAGE AND CULTURE

The FACE goals to (1) *support and celebrate the unique cultural and linguistic diversity of each American Indian community served by the program* and (2) *strengthen family-school-community connection* are addressed through the integration of tribal language and culture with the FACE program. The FACE program partners have adapted home-based and center-based curricula and approaches specifically for the American Indian families. FACE staff collaborate with the larger school community's efforts *to provide quality education opportunities from early childhood through life in accordance with the Tribe's needs for cultural. . . well-being.*[68]

For each of the FACE components, the staff in almost all programs report that language and culture are integrated at least *sometimes* (see Table 43). For each of the components, the staff in at least 55% of the programs report that language and culture are *always* or *almost always* integrated. For three of the components, only one program *never* or *almost never* integrates language and culture.

Table 43. Percentage Distribution of Frequency That Native Language and Culture Are Integrated into FACE Program Components (N=43)

	Never (at none of the sessions)	**Almost never** (at almost no sessions)	**Sometimes** (at some sessions)	**Almost always** (at most sessions)	**Always** (at all sessions)	**(N)**
Center-based						
Early Childhood Education	0	0	21	45	33	(42)
Adult Education	0	0	35	37	28	(43)
PACT Time	0	2	38	43	17	(42)
Parent Time	0	2	40	38	19	(42)
Home-based						
Personal Visits	2	0	31	45	21	(42)
FACE Family Circle	0	0	45	31	24	(42)

Compared with PY13, the percentage of PY14 programs that *always* or *almost always* integrate language and culture into the center-based components increased by 9 percentage points for adult education and by 5-6 percentage points for PACT Time and Parent Time. The percentage for preschool education was similar for both years.

[68] Bureau of Indian Affairs, Bureau of Indian Education. (2010). *Family and Child Education (FACE) guidelines* (p. 2). Washington, DC: Author.

- Almost 80% of programs *always* or *almost always* integrate language and culture into early childhood education. All other programs *sometimes* integrate language and culture into the preschool classroom.

- Almost two-thirds of programs *always* or *almost always* integrate language and culture into adult education. All other programs *sometimes* integrate language and culture into the adult classroom.

- Approximately 60% of programs *always* or *almost always* integrate language and culture into PACT Time and Parent Time; approximately 40% of programs *sometimes* integrate language and/or culture, while only one program reports that it rarely does so.

- Two-thirds of FACE programs *always* or *almost always* integrate language and culture into personal visits. Approximately 30% of programs *sometimes* integrate language and culture into personal visits. One program reports that integration *never* occurs.

- At 55% of sites, FACE programs *always* or *almost always* integrate language and/or culture into FACE Family Circle. The remaining 45% of programs *sometimes* integrate language and culture into FACE Family Circle.

Almost 80% of the FACE schools employ a culture teacher. Culture teachers at almost half of these schools engage with FACE in one or more of the following ways on a *daily* or *weekly* basis: coordinate with FACE staff, instruct preschoolers, instruct adults, and/or assist staff in other ways to integrate culture and language. Table 44 provides the frequency that culture teachers at these schools work with FACE programs.

Table 44. Percentage Distribution of Frequency That the School's Culture Teacher Works With the FACE Program
(N=34)

	Never	A few times a year	Monthly	Weekly	Daily
FACE staff coordinates with the culture teacher.	15	32	18	32	3
School's culture teacher provides classroom instruction for the FACE children.	44	12	0	38	6
School's culture teacher provides classroom instruction for the FACE adults.	62	9	6	15	9
School's culture teacher assists the FACE staff in its efforts to integrate culture and language in the program (other than providing classroom instruction for FACE participants)	35	32	12	18	3

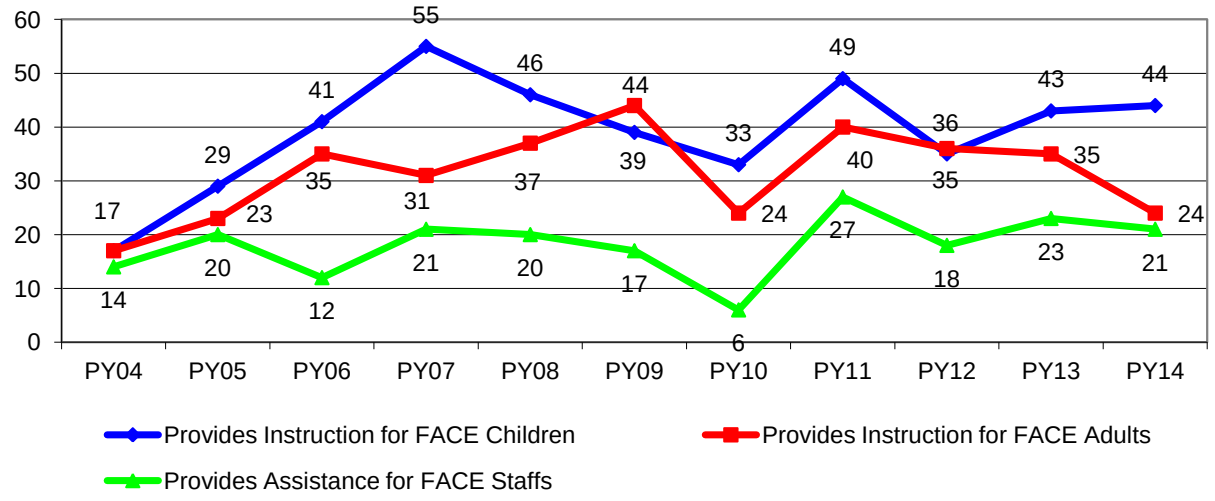
- In 85% of the schools employing a culture teacher, the FACE program coordinates with the culture teacher to enhance ways in which culture and language are integrated; at 35% of these schools, the FACE staff works with the culture teacher at least *weekly*.

- Culture teachers primarily work with the center-based program. The percentage of programs where students receive classroom instruction from the culture teacher declined for both preschool students and adult students. In 56% of the programs, the culture teacher provides classroom instruction for FACE preschoolers; in PY13, preschool classroom instruction was provided in 70% of the FACE programs. However, the percentage of the schools where the culture teacher works with the preschoolers *weekly* or *daily* remains at 45%. At approximately 60% of the FACE schools, the culture teacher *never* provides classroom instruction for FACE adults, a 22 percentage point increase compared with 40% in PY13. The percentage of culture teachers working with FACE adult students at least *weekly* also declined, from 37% in PY13 to 24% in PY14. Seemingly, the increases in integration of language and culture in the adult components in PY14 occurred without increases in classroom instruction or assistance for the FACE staff from the schools' culture teachers.

- At 65% of the schools, FACE staff members receive assistance from the culture teacher in integrating culture and language into the FACE program in ways other than through classroom instruction, a 12 percentage point decline compared with PY13. The assistance occurs *a few times a year* at approximately 30% of the schools but at least *weekly* at approximately 20% of the schools.

The frequency with which school culture teachers work with the FACE programs fluctuates over time but has generally increased since PY04 (Figure 58). In PY14, 44% of the FACE preschool classes receive *weekly* instruction from the school's culture teacher. Culture teachers provide at least *weekly* instruction to FACE adults at almost 25% of programs. Approximately 20% of FACE staffs receive at least *weekly* assistance in efforts to integrate culture and language in the FACE program.

Figure 58. Percentage of FACE Programs Where the School's Culture Teacher Provided Weekly Instruction/Assistance from PY07-PY14



FACE staffs were asked to describe ways in which tribal language and cultural activities are integrated with FACE services. Teaching or integrating culture requires incorporating at least some language. Integration occurs at least to some degree in all programs, but the amount and type of integration varies.

The use of the native language is dependent on the language skills of the FACE staffers, the needs and desires of the participants, and the availability of school and community resources. Staffs describe ways in which tribal culture and language activities are integrated with home-based FACE services.[69]

- Forty-three percent of the programs report that parent educators converse and deliver personal visits in their native language. Some parent educators speak their native language and then repeat in English. To reinforce language, another one-third of programs use or teach traditional greetings/kinship and/or frequently used phrases and words (e.g., numbers, colors, animals, body parts, etc.) with the home-based families during personal visits.

- Slightly more than 30% of staffs report using Family Circles as a venue for discussing and practicing traditional customs and language. Elders and other community members make presentations on cultural practices and tell traditional stories. One staff writes about integrating language and culture during personal visits and FACE Family Circles,

  Translate Choctaw words to English and vice versa; teach numbers, colors, and songs in Choctaw; Choctaw Language Program and traditional singers/dancers are invited to Family Circles; and speak Choctaw to home-based children and parents during home visits.

- Almost 30% of the programs report teaching native language and culture to home-based families by asking them to make and/or read RealeBooks (books that families create on the computer), other books, handouts that incorporate the native language, or items in the home labeled in the native language.

- Slightly more than 20% of programs report that cultural values, beliefs, and practices are shared. These might include instructions on making traditional regalia, ceremonies such as the purification ceremonies, or teachings from grandparents regarding child rearing,

- Slightly more than 15% of programs report that they encourage participation in cultural events, such as pow-wows, culturally-based school Family Nights, cultural ceremonies, and the Native American Festival.

[69] Staffs at 98% of sites (42 sites) describe home-based integration of language and culture. Counts are of programs that point out a particular type of activity; programs might engage in other activities integrating language and culture that are not mentioned.

- At least 10% of programs support native language and culture in the home through musically expressive ways, such as introducing traditional song, dance, and nursery rhymes and teaching drumming.

- At least 10% of staffs make a special effort to encourage parents to use the native language around their child and when talking with their child. They emphasize the importance of passing on language and culture. One staff that serves families from various tribes writes,

  At each home visit we provide, we encourage families to incorporate their family's traditions along with the use of their language. We provide opportunities for families to share their cultural beliefs during home visits and FACE Family Circles. We bring books reflective of their heritage and encourage parents to make their own using their own personal stories.

- One or more programs support native language and culture in the home in each of the following ways: using FACE parents and outside resources, using oral storytelling, and using native/tribal materials found in the home.

Programs describe ways in which tribal culture and language activities are integrated with center-based FACE services.[70] Persons who take responsibility for the integration vary across programs. At some sites, the task is wholly the responsibility of the FACE staff; at some sites, the school's culture teacher provides instruction; and at some sites, the FACE staff calls upon community resources to help integrate culture and language.

- In at least 90% of programs, direct instruction and practice on a specific area is used (e.g., clan names and proper introduction of self to others; other greetings; names of animals, plants, foods, colors, days of the week, and months of the year; common phrases; naming and working with numbers and shapes, etc.). Five programs report that the native language is spoken regularly on a daily basis, although not always in all components of the center-based program. One program describes practice and direct instruction in its early childhood classroom.

  Daily, Navajo language is used in the early childhood classroom for students to hear. Lessons covered include: clan, moccasins, animals, numbers, colors, months, and days. Lessons covered in adult education include history of the Navajo, Navaho Myths and Legends, and Coyote stories.

- At least 40% of center-based programs support the use of the native language through writing, publishing and/or reading RealeBooks and reading other books and other publications that are written in the native language. In at least 11 programs, participants read labels and signs posted in the rooms. One program writes that it has:

[70] Staffs at 98% of sites (42 sites) describe center-based integration of language and culture. Counts are of programs that point out a particular type of activity; programs might engage in other activities integrating language and culture that are not mentioned.

Word wall, phrases posted, labeling in classrooms, and monthly culture days. Adults make RealeBooks and use BYKI computer software for learning Dakota language. The date is written in Dakota each day on the board by an adult student.

- Slightly more than 30% of programs report that they include a culture and language class in center-based schedules, most on a weekly basis. One program that incorporates a rich mixture of language and cultural activities, including a culture and language class for preschoolers and adults, writes,

  Language is spoken by the adults daily, either to each other or to their children during PACT Time, circle time, etc., essentially throughout the day. Cultural activities are integrated on a weekly basis or as topics, especially during winter season. The Dine studies teacher comes to the early childhood classroom to sing, do finger plays, and for vocabulary development. The adults go to the Dine studies classroom for literacy, art, language, and history studies.

- All programs incorporate language in other ways, including:

  - Integrating language through cultural activities, arts and crafts, storytelling, and participation in school or community cultural events. One programs lists the many ways it integrates language and culture into the FACE curriculum.

    Center-based staff members work on Ojibwe commands, animal names through animal bingo games, drumming, history, grammar, traditional parenting, story telling, Ojibwe games, traditional foods, researching family tree, cultural teachings, beadwork, moccasin making, teaching of tobacco, American Indian Mound Builders, looming, outfit making, and taking part in school cultural activities, such as ricing, sugar bush, and tanning hides.

  - Using songs/music/dance/games in the native language and according to tradition.

The available resources and the success of the school in integrating language and culture affect FACE program efforts. FACE staffs rate the degree to which tribal language is a focus for their school's K-3 curriculum;[71] 12 programs provide the basis for their rating.

Forty-five percent of the FACE programs report that tribal language is *well integrated* in the school's K-3 curriculum. Of the six programs offering an explanation for this rating, three report that language learning occurs daily in culture classes for K-3 students, and two indicate it occurs weekly. The other program that gave the rating of *well integrated* explains, "Dine Standards must be integrated into teachers' lesson plans." One of the programs that reports weekly culture classes writes,

All [regular school] and FACE participants recite The Pledge of Allegiance daily in the [tribal language]. Each class attends the language and culture class on a

[71] Rating options include *not at all*, *to some degree*, and *well integrated*.

weekly basis. Cultural events are promoted throughout the school and at various community events.

One program indicates that tribal language is *not at all* a focus for the K-3 curriculum; their tribal language is the primary language spoken in the community, and the community members believe practicing and teaching traditional Navajo ways is the family's responsibility rather than the school's. However, 52% of FACE programs report that tribal language is integrated *to some degree* in the school's K-3 curriculum. Of the six staffs that provide an explanation of this rating, two report weekly culture lessons. A third program reports that teachers and teacher assistants talk to the children in Navajo, and in another school, language and culture are included in teachers' daily plans. The FACE staff at one of the sites that offers weekly language classes states,

"Children receive weekly classes, tribal holidays are celebrated, such as Water Rights Day and Native American Day. The pledge of allegiance is recited in both English and [the native language] each day."

IMPLEMENTATION SUCCESSES AND CHALLENGES

This section provides information for program planners and technical assistance providers relative to program training and support needs. FACE programs identified fidelity and quality by self-rating the degree of FACE implementation at their sites. Early childhood staffs self-rated the degree to which they implement early childhood standards. Evaluation recommendations also are provided in this section.

QUALITY OF PROGRAM IMPLEMENTATION

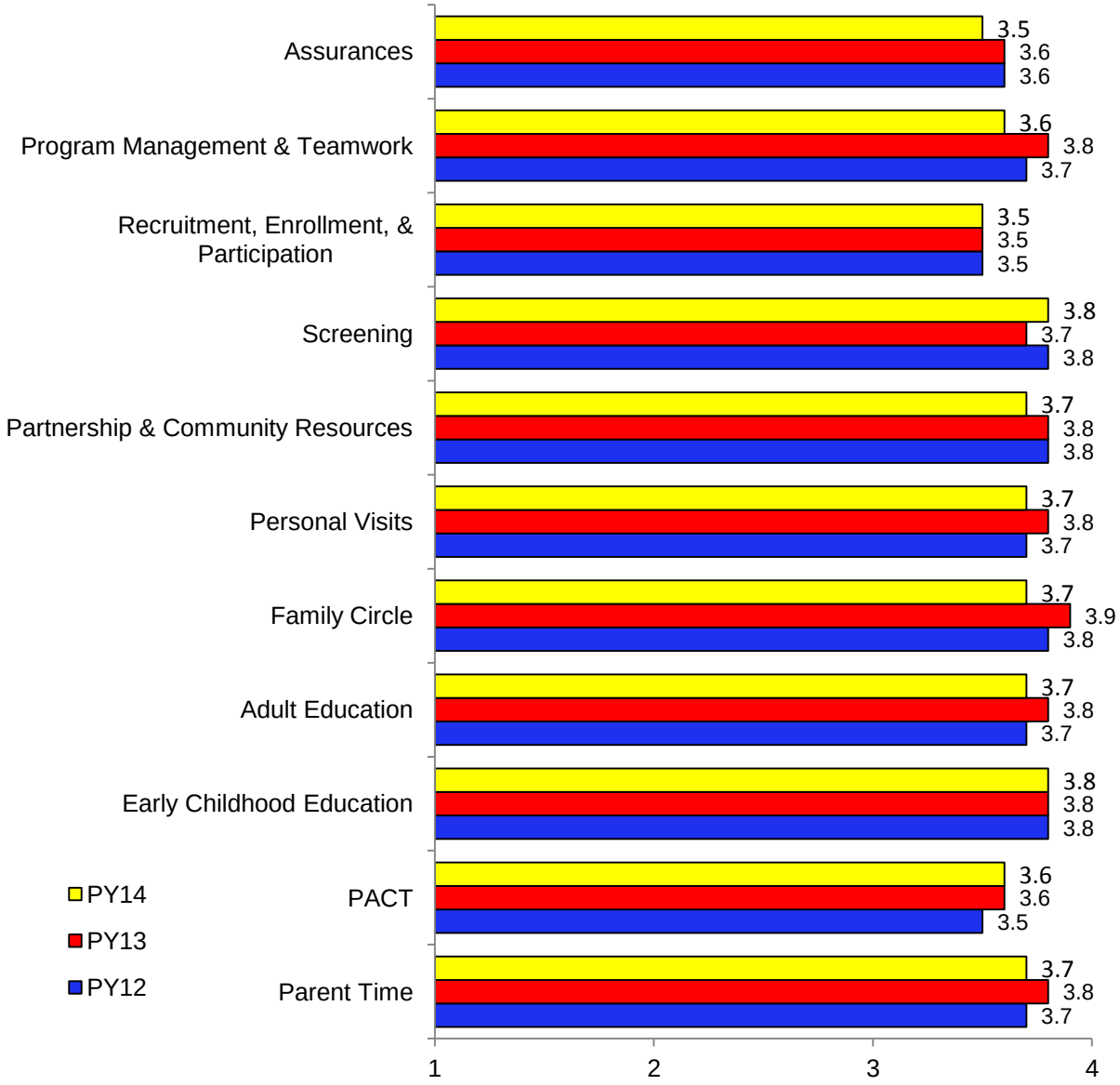
Each year, FACE programs are asked to review the quality of implementation in their program by rating the degree of implementation of multiple quality indicators for each of the following 12 areas: assurances; program management and teamwork; recruitment, enrollment, and participation; culture and language; screening; partnerships and community resources; Personal Visits; FACE Family Circle; Adult Education; Early Childhood Education; PACT Time, and Parent Time.[72] Each quality indicator is rated on a scale of 1 to 4, where 1 is *not yet* implemented, 2 is *beginning* to implement, 3 is *mostly* implemented and 4 is *well established* implementation. An average response is computed across indicators for each area.

All 43 PY14 programs submitted a rating form. Their ratings generally indicate that the staffs believe their programs operate at a high degree of implementation, *mostly implemented* to *well established* overall. The mean rating for seven of 12 areas is 3.7 to 3.8, indicating implementation is approaching w*ell established* (see Figure 59). The mean rating for program management and teamwork, culture and language, and PACT Time is 3.6, while assurances and recruitment, enrollment, and participation are the lowest-rated areas with a mean of 3.5. Over time, the area of recruitment, enrollment, and participation has been the most challenging to implement.

Among the quality indicators within each of the 12 areas, almost all have a mean rating of 3.0 or higher, indicating at least *mostly* implemented. (See Appendix H for a table containing each of the quality indicators and the mean rating for each.) The mean for only four of the 131 quality indicators is lower than 3.0, and all staffs rate 32 indictors either *mostly implemented* or *well established*. For another 55 indicators, only one or two programs rate their implementation as *not yet* or *beginning.* For another 40 indictors, from three to 13 staffs rate their implementation as *not yet* or *beginning*, perhaps indicating a need for attention during training. In PY14, almost 90% of programs rate at least one indicator as *not yet* implemented; those indicators that might need attention are addressed in this part of the report.

[72] In PY14, a new area, culture and language, was added to the implementation standards and the indicators expanded from 100 to 131.

Figure 59. Mean Self-Ratings of Program Implementation Categories Based on Assessment of Standards Conducted by FACE Program Staffs (N=43)



Assurances

The area of assurances is comprised of 18 quality indicators. Most programs (87% to 91% of programs) rate four of these quality indicators as *well established*; two quality indicators are rated as *well established* by 84% of the programs. All but one of the quality indicators have a mean rating of 3.2 or higher, indicating *mostly* implemented or *well established* implementation overall.

As in past years, a sizable 28% of programs report *beginning* or *not yet* implementing the establishment and maintenance of full FACE enrollment in the center-based component (mean rating = 2.8). Explanations given include competition among programs for the same pool of community members, small classrooms, and lack of staff.

Between six and eight programs report *beginning* implementation or *not yet* implemented for four of the assurances quality indicators: "program coordinates and collaborates with all preschool programs," "transition plans are developed to assist FACE adults transitioning from FACE to the world of work or higher education" "the program is fully staffed," and "center-based families participate on a regular basis." Transition plan development for adults and center-based families' participation were reported as implementation difficulties in each of the past six years. Seemingly, programs are successful with transition planning when plans are goal based, developed soon after enrollment, and reviewed regularly.

Program Management and Teamwork

In PY14, the number of indicators for program management and teamwork almost doubled, increasing from 14 to 25 indicators. With one exception, the mean rating for each of the 25 program management and teamwork quality indicators is 3.1 or greater, indicating *mostly* or *well established* implementation. Between 88% and 98% of programs rate four indicators as *well established.* Approximately 85% give another three indicators a 4.0 rating.

A considerable 35% of programs report *beginning* or *not yet* implementing one of the new indicators, "the school's Instructional Team, in which the FACE Team participates, meets for blocks of time sufficient to develop and refine units of instruction and review student learning data." More than one-fourth of programs report that regular meetings of "a Leadership Team consisting of the principal, FACE Coordinator, teachers who lead the Instructional Teams, and other key professional staff" have *not yet* been established or are only *beginning* to be implemented. Implementation of these indicators requires administrative facilitation and ongoing support, such as scheduling four- to six-hour blocks of time monthly and including the FACE staff in the school instructional teams. Some schools either do not have instructional teams or do not include the FACE staff.

More than one-fourth of programs report that they have *not yet* or are only *beginning* to write the policies and procedures sections of a "sustainability plan," that would address continuation of the program should current funding for FACE decrease. Planning for decreased funding requires involvement and support from the administration and the school board.

Between four and seven programs report *beginning* implementation or *not yet* implemented for six program management and teamwork quality indicators (four of which are new). Low ratings were given to: "the principal monitors curriculum and classroom instruction regularly for all classes, including preschool and adult education. There is clear definition of who supervises and monitors the FACE program and staff;" "action plans are routinely developed by the team, reviewed for progress, and submitted to BIE," "written policies and procedures address recruitment, intake, and enrollment," "written policies and procedures address parent educator safety;" "FACE staff collaborates and plans with other school staff to support children and their

parents in the transition of children into kindergarten;" and "the coordinator demonstrates effective leadership and supports every aspect of the program." Coordinators do not always fully understand the home-based component of the FACE program or do not make time to accompany parent educators on visits.

Recruitment, Enrollment, and Participation

Almost all programs rate two of the eight quality indicators for recruitment, enrollment, and participation 4.0, *well established*. With one exception, the remaining six indicators have a mean rating of at least 3.4, indicating that the indicators were *mostly* established or *well established.*

One indicator continues to receive low ratings, as it has been rated in the past: almost three-fourths of programs report *not yet* or only *beginning* implementation for working toward NAEYC accreditation (mean rating = 1.9).

Nine programs (three more programs than the previous year) report *beginning* implementation for "a written year-long recruitment and retention plan has been developed by the team, is submitted to BIE, and is reviewed periodically and updated annually." Almost all of these nine programs have a written plan. The procedure for submission of the plan to the BIE was unclear to some staffs. For others, the periodic review was problematic.

Culture and Language

The mean rating for the four culture and language quality indicators is 3.2 to 3.9. However, a sizeable 26% of programs report that their site has *not yet* implemented or is only *beginning* to implement training provided by the school and FACE "for all staff on local tribal history, culture, and language." Four programs are in the *beginning* stage of enhancing the FACE facility to reflect "the tribal culture."

Screening

The number of indicators for screening nearly doubled in PY14, from 6 to 11 indicators. At least 88% of FACE programs report that seven of the 11 indicators are *well established* at their sites. Nine programs have *not yet* or are only *beginning* to have "instructional teams review the results of preschool children's screening and assessments to make decisions about the curriculum and instructional plan and to red-flag students in need of intervention and to be referred for further evaluation." A persistent problem in the past, one-third of programs report they have *not yet* or are only *beginning* to administer "learning disabilities screening to adults" and to make referrals "for further screening or services when indicated."

Partnerships and Community Resources

The partnerships and community resources area increased from two quality indicators to four quality indicators. All programs are rated *mostly implemented* or *well established* for two of these quality indicators, with mean ratings of 3.8. Six programs report that they have *not yet* or

are *beginning* to ask families "for feedback regarding their experiences with recommended community resources."

Personal Visits

The degree of implementation of personal visits is assessed using 20 indicators, seven more indicators than in the previous years. All of the personal visit indicators have a mean rating of 3.3 or greater, indicating they are at least *mostly* implemented in the program overall. Five of the indicators are rated *well established* by 86-88% of programs.

Between six and nine programs report four new personal visits quality indicators that they are just *beginning* to implement or have *not yet* implemented: "parent educators complete and document family-centered assessment within 90 days of enrollment and then at least annually;" "the Toolkit is used during each personal visit to strengthen and guide discussion;" "before, during and after the visit, activities from the flaps of Imagination Library books are introduced to parents;" and "families are asked to evaluate the personal visit—what was helpful, how the time was used, etc."

FACE Family Circle

In the area of FACE Family Circle, all six indicators received a mean rating of 3.5 or higher, indicating that these indicators were *mostly* established or *well established* in their programs overall. Four programs are just *beginning* to or have *not yet* used Family Circle Kits and Foundational Curriculum plans "to offer specialized content to families." Six programs are just *beginning* to or have *not yet* entered Family Circle Information into Visit Tracker each month. These indicators are two of the three new indicators for FACE Family Circle.

Adult Education

In the area of adult education, the mean rating for 10 of the 11 indicators is 3.6 or greater, just shy of *well established* overall. Eighty-eight percent of programs rate two indicators 4.0, *well established*. Approximately 85% of programs rate three of the 11 indicators as *well established* in their programs. Seven programs give a low rating for "services are provided to adults with learning difficulties and concerns."

Early Childhood Education

In the area of early childhood education, all ten indicators have a mean rating of 3.5 or higher, indicating that implementation of early childhood education is *mostly* to *well established*. Almost all programs rate three of the quality indicators as fully implemented; of the remaining seven indicators 88% of programs rate two quality indicators as fully implemented, and almost 85% rate two indicators as fully implemented. One indicator is rated *not yet* implemented by five programs: "the early childhood teacher and co-teacher share the responsibility for planning instruction, assessment, and interaction with children and their parents." Early childhood education includes two new quality indicators.

PACT Time

The eight PACT Time indicators have a mean rating between 3.0 and 3.9, indicating that the indicators are at least *mostly* implemented. Between 88% and 95% of the programs rate three of the eight indicators 4.0, *well established*. Thirty percent of programs continue to rate two indicators as having lower levels of implementation. Ratings of *not yet* implemented or only *beginning* to implement indicate that work with the K-3 staff in the area of PACT Time remains a challenge or that no families with K-3 children were enrolled in the program. Several staffs suggested that working with K-3 teachers on PACT Time needs to be formalized. Seemingly, success comes from ongoing planning for PACT Time among the classroom teacher, parent and adult educator, perhaps coupled with a scheduled training for K-3 teachers by FACE staff at the beginning of the school year.

Parent Time

In the area of Parent Time, all six indicators are rated 3.6 or higher, indicating that all the quality indicators are close to being *well* implemented by the FACE center-based staff. Approximately 85% of programs rate two quality indicators as a 4.0, *well established* in their programs. The indicator, "parent time topics are often generated from PACT Time observations made by the FACE team" has low levels of implementation in four programs.

IMPLEMENTATION OF EARLY CHILDHOOD STANDARDS

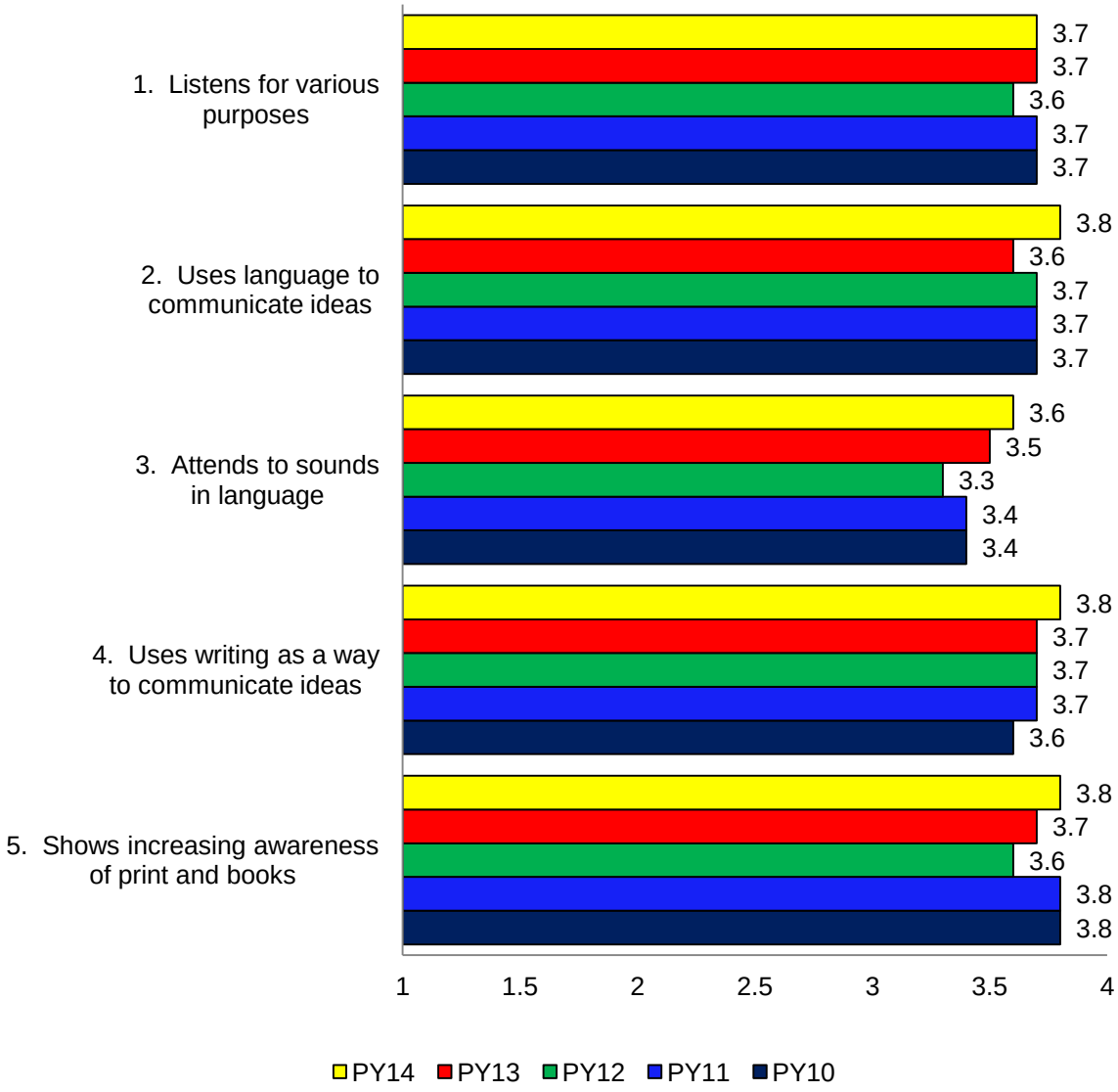
Near the end of PY14, the staff of early childhood programs (teachers and co-teachers) self-rated their implementation of the FACE program's Language and Literacy and Mathematics Standards (see the standards and indicators in Appendix I). For each standard, early childhood staff rated several indicators on the degree to which they were implemented using a scale of (1) *not yet*, (2) *beginning to implement*, (3) *mostly implemented*, and (4) *well established*. Indicator ratings are averaged to provide a rating for each standard (see overall ratings and ratings for each program in Appendix J). Indicators for the Language and Literacy and Mathematics Standards have not changed since they were revised for the PY12 self-evaluation. Self-ratings by two programs indicate that all early childhood language and literacy standards and all mathematics standards are *well established* in the classroom, indicating exemplary environments for early childhood learning in these two programs.

Language and Literacy Standards

Five standards comprise the Language and Literacy Standards; from four to eight indicators make up each standard. The overall average rating for each of the Language and Literacy Standards is 3.6 or higher (see Figure 60). Ninety-one percent of programs (compared with 79% of programs the previous year) rate all five Language and Literacy Standards at least 3.0, indicating that the Language and Literacy Standards are at least *mostly* implemented in their early childhood programs. Staff in two programs rate all five standards as *well established* in their early childhood programs; all indicators of quality for these two programs receive a rating of 4.0, signifying the highest quality early childhood programs. Staff in six programs rate four of

five standards as *well established*; the remaining standard receives a rating of 3.5 or higher. At these eight sites, the early childhood teacher is experienced and has served in the FACE program from 4 to 24 years. The number of programs with four or five standards receiving a rating of 4.0 decreased to eight in PY14 from ten in PY13.

Figure 60. Mean Self-Ratings of Early Childhood Language/Literacy Categories Based on Assessment of Standards Conducted by Preschool Staffs in PY10 to PY14



Ratings over time suggest that the following Language and Literacy Standards are well implemented in FACE early childhood programs overall: "listens for various purposes," "uses language to communicate ideas," "uses writing as a way to communicate ideas," and "shows increasing awareness of print and books." In the past, ratings for Standard 3, "attends to sounds in language," suggested a possible need for additional staff development in this area. However,

after hovering around 3.3 or 3.4, the rating rose to 3.5 in PY13 and to 3.6 in PY14, possibly due to additional staff development. Ratings for the implementation of each Language and Literacy Standard in PY14 follow.

Standard 1. Listens for various purposes. The overall mean rating (3.7) indicates that this standard is *mostly implemented*. Nine early childhood programs rate this standard as a 4.0, *well established*. The average rating of 2.8 at a second-year program implies the need to strengthen implementation of Standard 1. All classrooms receive a rating of 3.0 or 4.0 for three of the five indicators for this standard. Item rating by one program indicates it might need help providing children "experiences that encourage children to listen to and engage in conversations with others." Item ratings by 13 programs (one fewer program than the previous year) indicate the need for improvement in providing opportunities for children "to listen to and retell oral stories from their American Indian culture," an indicator for Standard 1 that was added in PY12.

Standard 2. Uses language to communicate ideas. The average rating for this standard (3.8) indicates that it is close to being *well established* across the FACE early childhood program. Twenty-one programs (four programs more than the previous year) rate this standard 4.0, *well established.* The standard's rating of 2.8 at a program without a certified early childhood teacher indicates that the co-teacher needs additional professional development on using language to communicate ideas and that the program needs to obtain a certified early childhood teacher. All FACE early childhood classrooms are highly rated on two of the five indicators for this standard. Only one or two classrooms receive a low rating on providing children "varied experiences to develop increasingly complex vocabulary and to use sentences of varying lengths" and "daily opportunities to communicate in English or their native language and to be understood by others." Four programs rate their classrooms 2.0 on the indicator, "children have daily opportunities to use home/cultural language speaking skills in conversation, during play or work, or while singing." These programs need assistance implementing this indicator for Standard 2, which was introduced in PY12.

Standard 3. Attends to sounds in language. The average rating for this standard is 3.6, *mostly implemented,* and is the highest average rating for this standard compared with previous years. While, Standard 3 is rated 4.0, *well established,* by 13 programs, two programs rate this standard *beginning to implement* (two fewer programs compared with the previous year). All programs give its early childhood classroom ratings of 3.0 or 4.0 for one of the four indicators for this standard. Low ratings by two to five programs indicate the need for assistance with implementing the other three indicators for this standard; namely giving children "opportunities to repeat rhymes, simple songs, poems, and chants in their home/cultural language" (a new 2012 indicator for Standard 3); including in classroom routines "word games that encourage children to play with sounds of language, repetitive phrases, rhymes, and syllables;" and providing daily opportunities for children "to learn to discriminate some sounds in words."

Standard 4. Uses writing as a way to communicate ideas. The overall rating for this standard is 3.8, or almost *well established.* The rating for Standard 4 is 3.0 or higher for all programs; the rating for 24 of these programs (four more than the previous year) is 4.0, *well established*. All programs indicate they are at least *mostly implementing* three of the five indicators for Standard 4. All but one to three programs rate the remaining two indicators at least *mostly implementing*;

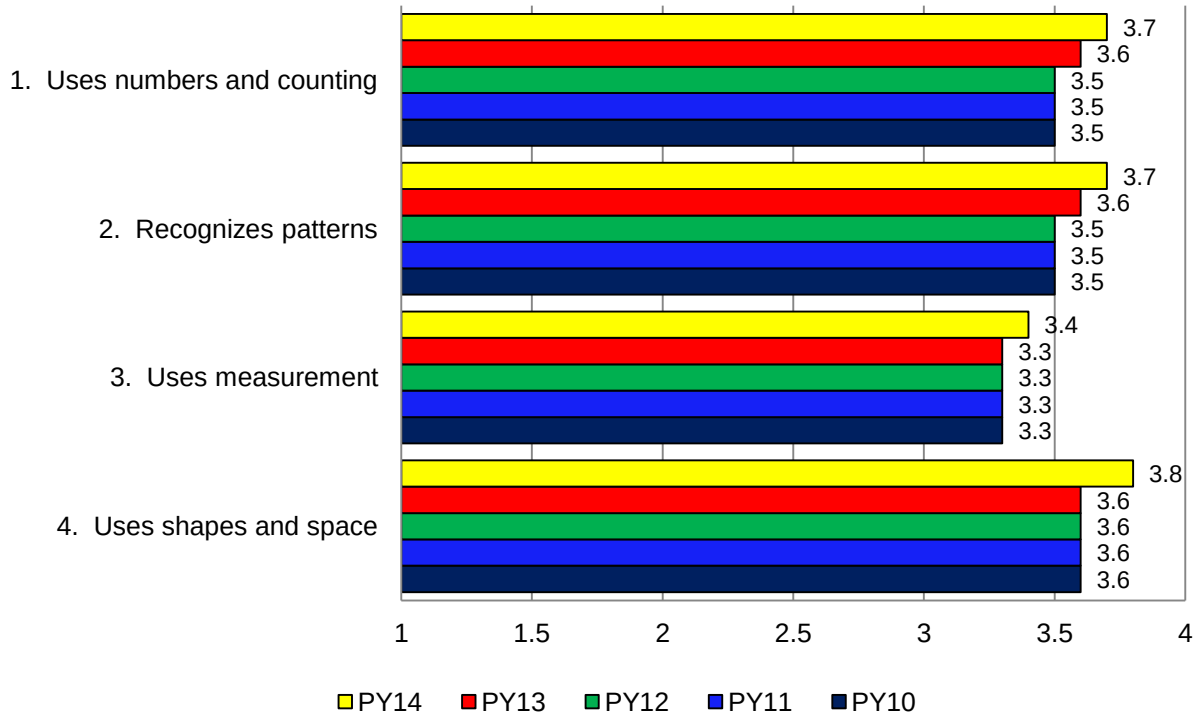
they include "children have varied opportunities to write for different purposes" and "children are provided a variety of resources to facilitate writing."

Standard 5. Shows increasing awareness of print and books. Standard 5 is rated 3.8, *mostly implemented* and is close to being *well established* across the FACE early childhood program. Fifteen staffs (one more than the previous year) rate their programs *well established* for this standard, and the remaining programs rate this standard *mostly implemented*. This standard is comprised of eight indicators, the largest number of indicators making up a language and literacy early childhood standard. In all FACE early childhood classrooms, six of the eight indicators are *mostly implemented* or *well established*. All but two programs receive a rating of *mostly implemented* or *well established* for children have "experiences that promote knowledge of letters, in English and/or home/cultural language." Six classrooms need assistance implementing the last indicator for Standard 5, children "have opportunities to recognize difference in some printed words in English and in their home/cultural language," a new PY12 indicator for Standard 5.

Mathematics Standards

The Mathematics Standards include four standards, each of which has either six or 12 indicators. The overall average rating for each of the Mathematics Standards is 3.4 or higher (see Figure 61). Average ratings are higher for all four standards compared with the previous 6-year period during which ratings are available. Seventy-nine percent of early childhood FACE programs rate all four Mathematics Standards at least 3.0, indicating the Mathematics Standards are either *mostly implemented* or are *well established* in their classrooms. At one program the average overall rating for three of the four standards is less than 3.0, indicating that implementation of math standards is just *beginning*. While the co-teacher at this program has five years of experience in FACE, the early childhood teacher is new to the FACE program. Six programs (two less than the previous year) rate all four standards as *well established* in their classrooms; all indicators of quality for these six classrooms receive a rating of 4.0, signifying the highest quality early childhood programs in the area of mathematics. Three of the PY14 programs achieving this status also achieved it in PY13 (two of these programs achieved exemplary status at least three years in a row). Length of employment in the FACE program ranges from 7 years to 24 years for the early childhood teachers at these six programs. The number of programs with three or four standards receiving a rating of 4.0 increased to 17 in PY14 from 11 in PY13.

Figure 61. Mean Self-Ratings of Early Childhood Mathematics Categories Based on Assessment of Standards Conducted by Preschool Staffs PY10 to PY14



PY14 ratings provide evidence of improved implementation of Mathematics Standards in the early childhood classrooms and that early childhood teachers and co-teachers are confident implementing Mathematics Standards. However, overall ratings for Standard 3, "uses measurement," suggests the need for additional staff support for this standard. Ratings for the implementation of each Mathematics Standard in PY14 follow.

Standard 1. Uses numbers and counting to determine and compare quantity, solve problems, and understand number relationships. The mean rating for this standard is 3.7, *mostly implemented*. The average rating for this standard for 16 programs (two more programs than the previous year) is 4.0, *well established*; however, two programs rate this standard as *beginning to implement* in their classrooms. Three of the 12 indicators for this standard are rated at least *mostly established* by all programs. All but one or two programs rate the following six indicators as *mostly implemented* or *well established* in their FACE preschool: providing opportunities and materials that encourage children to "build understanding of numbers and quantities;" "to use and create symbols to represent numbers;" "that promote identification of numbers 1-10 and recognition in the environment;" "that help them understand the changes in sets of objects when they are combined;" "to use descriptive words for size, amount, and comparisons;" and "to match numbers to the quantities they represent." Four or six programs rate their early childhood classrooms as *beginning to implement* the last three indicators for Standard 1: providing children varied opportunities and materials "to count objects in home/cultural language up to 10," "to

identify numbers 1-10 and say their names in home/cultural language" (a new indicator in PY12), and "to describe changes in objects when they are separated into parts."

Standard 2. Recognizes and creates patterns and understands their relationships and functions. The overall average rating for this standard is 3.7. The rating for this standard for 25 programs (ten more than the previous year) is 4.0, *well established*; however, three programs rate this standard as *beginning* to be implemented in their classrooms. All but one or two programs rate the following four quality indicators for Standard 2 as at least *mostly implemented*: children are provided opportunities and materials "to create simple patterns;" "to extend simple patterns using a variety of materials;" "in planned and play experiences to practice matching, sorting, and grouping items according to one or two attributes;" and "that enable them to arrange several items into a series or pattern and describe relationships." Three or four programs rate each of the remaining two indicators that make up Standard 2 as just *beginning to implement*. These teaching and learning strategies important to implement during classroom routines and play experiences include providing children "varied opportunities and materials to work with simple patterns and duplicate them" and "experiences that encourage children to recognize and name repeating patterns."

Standard 3. Uses measurement to make and describe comparisons in the environment. This standard is the lowest-rated overall (3.4), just within the *mostly implemented* category. Even so, 11 programs rate their preschool classrooms 4.0, *well established,* for this standard. Ratings by eight programs indicate that this standard is *not yet* implemented or that implementation is just *beginning*. For all but one classroom, one of the six indicators is rated as *mostly implemented* or *well established*: "children are provided experiences that require them to look forward to, remember, and talk about sequences of events." Preschool classrooms in three to seven programs have a low implementation rating on four indicators: planned experiences and play provide opportunities for children "to help them understand the concept of measurement, including nonstandard measures to measure objects;" "to compare objects and demonstrate understanding of terms such as longer/shorter, faster/slower, and hotter/colder;" "to develop and demonstrate understanding of the concept of time;" and "to participate in a variety of measuring activities." Nine programs rate their classrooms low on providing varied opportunities and materials to help children "understand the concept of measurement using standard measures."

Standard 4. Uses shapes and space to define items in the environment. The overall rating for this standard is 3.8, or almost *well established*. The rating for 23 programs (seven more than the previous year) on this standard is 4.0, *well established.* Only one program indicates that this standard is just *beginning* to be implemented. All early childhood classrooms are highly rated on three of the six quality indicators for Standard 4. Three indicators of quality have a low rating in the classroom of one or two programs: providing planned experiences and play opportunities for children "to develop an understanding of positional terms," "to compare and describe attributes of shapes with their own words, " and "to develop an understanding of spatial relationships including describing the position or location of objects in relation to self or other objects."

EVALUATOR RECOMMENDATIONS

From the evaluator's perspective, several recommendations for future evaluations are offered.

- Meet at least annually with the BIE, NCFL, and PAT staffs to review evaluation issues, study design, and data collection instruments.

- Continue emphasis on keeping FACE programs accountable for providing complete and timely data. Particular attention needs to be given to increasing the response rate for the Parent Exit Survey.

- Continue to focus on the intensity and quality of services received by families and provide site level feedback reports that compares their data to FACE standards of implementation and to other FACE sites.

- Continue to conduct trend analyses that connect types and quantity of FACE participation to outcomes.

- Continue to share site-level analysis and findings with technical assistance providers.

- Investigate the possibility of including NWEA kindergarten entry assessments in the FACE evaluation study design.

APPENDIX A

FACE Sites in PY14,
All FACE Sites by First Year of Implementation and
First and Last Year of Implementation for All FACE Sites

FACE Sites in PY14

Alamo Navajo Community School, Magdalena, NM
American Horse School, Allen, SD
Aneth Community School, Montezuma Creek, UT
Atsa Biyaazh Alternative School (Shiprock), Shiprock, NM
Baca/Dlo'ay azhi Community School, Prewitt, NM
Beclabito Day School, Shiprock, NM
Blackwater Community School, Coolidge, AZ
Bread Springs Day School, Gallup, NM
Casa Blanca Community School, Bapchule, AZ
Chi Chi'l Tah-Jones Ranch Community School, Vanderwagen, NM
Chief Leschi School, Puyallup, WA
Dunseith Indian Day School, Dunseith, ND
Dzilth-Na-O-Dith-Hle, Bloomfield, NM
Enemy Swim Day School, Waubay, SD
Fond du Lac Ojibwe School, Cloquet, MN
Gila Crossing Community School, Laveen, AZ
Greasewood Springs Community School, Ganado, AZ
Hannahville Indian School, Wilson, MI
John F. Kennedy Day School, White River, AZ
Kayenta Community School, Kayenta, AZ
Kin Dah Lichi'i Olta, Ganado, AZ
Lac Courte Oreilles Ojibwe School, Hayward, WI
Leupp Community School, Winslow, AZ
Little Singer Community School, Winslow, AZ
Little Wound School, Kyle, SD
Many Farms Community School, Chinle, AZ (formerly Chinle Boarding School)
Mariano Lake Community School, Crownpoint, NM
Na'Neelzhiin Ji'Olta Day School (Torreon), Cuba, NM
Oneida Nation Elementary School, Oneida, WI
Pearl River Elementary School, Philadelphia, MS
Pine Ridge School, Pine Ridge, SD
Pueblo Pintano, Cuba, NM
Ramah Navajo School Board, Inc., Pine Hill, NM
Rough Rock Community School, Chinle, AZ
Salt River Elementary School, Scottsdale, AZ
St. Francis Indian School, St. Francis, SD
Tate Topa Tribal Grant School, Fort Totten, ND
Theodore Jamerson Elementary School, Bismark, ND
T'iis Nazbas Community School, Teec Nos Pos, AZ
T'iists'oozi'Bi'Olta Community School (Crownpoint), Crownpoint, NM
To'Hajiilee-He Community School (Canoncito), Laguna, NM
Tse 'ii' ahi' Community School, Crownpoint, NM
Wingate Elementary School, Fort Wingate, NM

FACE Sites by First Program Year of Implementation

(PY14 Sites are noted with an asterisk.)

Program Year 91 (Spring, 1991)

*Chief Leschi School, Puyallup, WA
Conehatta Elementary School, Conehatta, MS (discontinued FACE implementation after PY04)
*Fond du Lac Ojibwe School, Cloquet, MN
*Na'Neelzhiin Ji'Olta Day School (Torreon), Cuba, NM
Takini School, Howes, SD (discontinued FACE implementation after PY05)
*To'Hajiilee-He Community School (Canoncito), Laguna, NM

Program Year 93 (1992-93)

*Chi Chi'l Tah-Jones Ranch Community School, Vanderwagen, NM
Ch'ooshgai Community School (Chuska), Tohatchi, NM (discontinued implementation after PY10)
*Hannahville Indian School, Wilson, MI
*Little Singer Community School, Winslow, AZ
*Wingate Elementary School, Fort Wingate, NM

Program Year 94 (1993-94)

*Alamo Navajo Community School, Magdalena, NM
*Atsa Biyaazh Alternative School (Shiprock), Shiprock, NM
*Blackwater Community School, Coolidge, AZ
Kickapoo Nation School, Powhattan, KS (discontinued FACE implementation after PY11)
*Lac Courte Oreilles Ojibwe School, Hayward, WI
*Many Farms community School, Chinle, AZ (formerly Chinle Boarding School FACE program)
Meskwaki (Sac & Fox) Settlement School, Tama, IA (discontinued FACE implementation after PY95)
*Rough Rock Community School, Chinle, AZ
*T'iists'oozi'Bi'Olta Community School (Crownpoint), Crownpoint, NM
Tohaali Community School (Toadlena), Newcomb, NM (discontinued FACE implementation after PY10)

Program Year 95 (1994-95)

*Ramah Navajo School Board, Inc., Pine Hill, NM
*T'iis Nazbas Community School, Teec Nos Pos, AZ

Program Year 02 (2001-02)

Coeur d'Alene Tribal School, De Smet, ID (discontinued FACE implementation after PY05)
Cottonwood Day School, Chinle, AZ (discontinued FACE implementation after PY07)
*Dunseith Indian Day School, Dunseith, ND
*Enemy Swim Day School, Waubay, SD
*Gila Crossing Community School, Laveen, AZ
Jeehdeez'a Academy (Low Mountain), Chinle, AZ (discontinued FACE implementation after PY04)
*Little Wound School, Kyle, SD
Nenahnezad Community School, Fruitland, NM (discontinued FACE implementation after PY08)

Paschal Sherman Indian School, Omak, WA (discontinued FACE implementation after PY06)
*Salt River Elementary School, Scottsdale, AZ

Program Year 04 (2003-04)

*Beclabito Day School, Shiprock, NM
Mescalero Apache School, Mescalero, NM (discontinued FACE implementation after PY07)
*Oneida Nation Elementary School, Oneida, WI
Santa Rosa Boarding School, Sells, AZ (discontinued FACE implementation after 2011)
Seba Dalkai Boarding School, Winslow, AZ (discontinued FACE implementation after PY10)
*St. Francis Indian School, St. Francis, SD
Tiospa Zina Tribal School, Agency Village, SD (discontinued FACE implementation after PY06)

Program Year 05 (2004-05)

*Pearl River Elementary School, Philadelphia, MS

Program Year 06 (2005-06)

*John F. Kennedy Day School, White River, AZ
*Tate Topa Tribal Grant School, Fort Totten, ND

Program Year 07 (2006-07)

*Dzilth-Na-O-Dith-Hle, Bloomfield, NM
Santa Clara Day School, Espanola, NM (discontinued FACE implementation after 2011)

Program Year 08 (2007-08)

*Casa Blanca Community School, Bapchule, AZ
*Kayenta Community School, Kayenta, AZ
*Theodore Jamerson Elementary School, Bismark, ND

Program Year 09 (2008-09)

*American Horse School, Allen, SD
*Baca/Dlo'ay azhi Community School, Prewitt, NM
Chilchinbeto Community School, Kayenta, AZ (discontinued FACE implementation after 2012)
*Lake Valley Navajo School, Crownpoint, NM (discontinued FACE implementation after 2013)
*Leupp Community School, Winslow, AZ
*Mariano Lake Community School, Crownpoint, NM

Program Year 10 (2009-2010)

*Pine Ridge School, Pine Ridge, SD

Program Year 11 (2010-2011)

*Bread Springs Day School, Gallup, NM
*Greasewood Springs Community School, Ganado, AZ
*Kin Dah Lichi'i Olta, Ganado, AZ
*Tse 'ii' ahi' Community School, Crownpoint, NM

Program Year 12 (2011-2012)

*Pueblo Pintado, Cuba, NM

Program Year 13 (2012-2013)

*Aneth Community School, Montezuma Creek, UT

First and Last Year of FACE Implementation for All FACE Sites

FACE Site	First ProgramYear	Last Program Year for Sites that No Longer Implement FACE
Alamo	1993-94	
American Horse	2008-09	
Aneth	2012-13	
Atsa Biyaazh	1993-94	
Baca	2008-09	
Beclabito	2003-04	
Blackwater	1993-94	
Bread Springs	2010-11	
Casa Blanca	2007-08	
Chi chi'l Tah/Jones Ranch	1992-93	
Chief Leschi	1990-91	
Chilchinbeto	2008-09	2011-12
Conehatta	1990-91*	2003-04
Ch'ooshgai	1992-93	2009-10
Coeur d' Alene	2001-02	2004-05
Cottonwood	2001-02	2006-07
Dunseith	2001-02	
Dzilth-Na-O-Dith-Hle	2006-07	
Enemy Swim	2001-02	
Fond du Lac	1990-91	
Gila Crossing	2001-02	
Greasewood Springs	2010-11	
Hannahville	1992-93	
Jeehdeez'a	2001-02	2003-04
John F. Kennedy	2005-06	
Kayenta	2007-08	
Kickapoo	1993-94	2010-11
Kin Dah Lichi'I Olta	2010-11	
Lac Courte Oreilles	1993-94	
Lake Valley	2008-09	2012-13
Leupp	2008-09	

FACE Site	First ProgramYear	Last Program Year for Sites that No Longer Implement FACE
Little Singer	1992-93	
Little Wound	2001-02	
Many Farms	1993-94	
Mariano Lake	2008-09	
Mescalero	2003-04	2006-07
Na'Neelzhiin Ji'Olta	1990-91	
Nenahnezad	2001-02	2007-08
Oneida	2003-04	
Paschal Sherman	2001-02	2005-06
Pearl River	2004-05	
Pine Ridge	2009-10	
Pueblo Pintado	2011-12	
Ramah Pine Hill	1994-95	
Rough Rock	1993-94	
Meskwaki (Sac & Fox)	1993-94	1994-95
Salt River	2001-02	
Santa Clara	2006-07	2010-11
Santa Rosa	2003-04	2010-11
Seba Dalkai	2003-04	2009-10
St. Francis	2003-04	
Takini	1990-91	2004-05
Tate Topa	2005-06	
Theodore Jamerson	2007-08	
Tiis Nazbas	1994-95	
Tiospa Zina	2003-04	2005-06
Tohaali	1993-94	2009-10
To'Hajiilee-He	1990-91	
T'iists'oozi'Bi'Olta	1993-94	
Tse 'ii' ahi'	2010-11	
Wingate	1992-93	

*Conehatta was one of the original sites that began implementing FACE in PY91, but did not implement the full FACE model immediately. Data were not collected for Conehatta until PY94.

APPENDIX B

Number of FACE Participants in Program Years 1991-2014

Number of Center-based, and Home-based, and All FACE Participants, Average Number of Participants per Site, and Number of Sites Implementing FACE During Program Years 1991 – 2014

Prog. Year	Center-based Participants			Home-based Participants			All Participants			Avg. Partici-pants per Site	FACE Sites
	Adults	Children	All	Adults	Children	All	Adults	Children	All		
1991	46	53	99	185	182	167	231	235	466	78	6
1992	99	95	194	256	217	473	310	280	590	98	6
1993	230	223	453	490	500	990	646	681	1,327	121	11
1994	453	369	822	963	1,002	1,965	1,215	1,289	2,504	119	21
1995	492	437	929	1,234	1,288	2,522	1,570	1,624	3,194	139	23
1996	486	439	925	1,370	1,348	2,718	1,737	1,720	3,457	157	22
1997	476	461	937	1,578	1,495	3,073	1,889	1,828	3,717	169	22
1998	439	406	845	1,580	1,461	3,041	1,894	1,781	3,675	167	22
1999	377	314	691	1,342	1,223	2,565	1,595	1,481	3,076	140	22
2000	377	355	732	1,340	1,241	2,581	1,617	1,522	3,139	143	22
2001	411	377	788	1,306	1,237	2,543	1,564	1,503	3,067	139	22
2002	639	520	1,159	1,481	1,440	2,921	1,908	1,853	3,761	118	32
2003	575	472	1,047	1,617	1,632	3,249	2,027	2,014	4,041	126	32
2004	684	602	1,286	1,710	1,683	3,393	2,185	2,197	4,382	112	39
2005	718	606	1,324	1,744	1,733	3,477	2,272	2,254	4,526	119	39
2006	650	539	1,189	1,806	1,775	3,581	2,301	2,248	4,549	120	38

Prog. Year	Center-based Participants			Home-based Participants			All Participants			Avg. Partici-pants per Site	FACE Sites
	Adults	Children	All	Adults	Children	All	Adults	Children	All		
2007	641	525	1,166	1,526	1,582	3,108	2,040	2,046	4,086	108	38
2008	663	546	1,209	1,605	1,611	3,216	2,106	2,064	4,170	107	39
2009	750	650	1,400	1,758	1,782	3,540	2,327	2,349	4,676	106	44
2010	775	670	1,445	2,018	1,984	4,002	2,647	2,587	5,234	116	45
2011	773	657	1,430	1,971	1,880	3,851	2,585	2,481	5,066	110	46
2012	785	665	1,450	1,756	1,693	3,449	2,407	2,303	4,710	107	44
2013	694	596	1,290	1,710	1,637	3,347	2,271	2,177	4,448	101	44
2014	619	521	1,140	1,728	1,651	3,379	2,218	2,115	4,333	101	43
Undup. Total	7,910	8,097	16,007	16,127	18,267	34,394	20,022	22,668	42,690		

APPENDIX C

Number of FACE Participants at Sites During PY14

Site	Number of FACE Participants at Sites During PY14						
	Participants Who Received Center-based Services		Participants Who Received Home-based Services		Unduplicated Participants Who Received Any Service		Total Unduplicated Participants
	Adults	Children	Adults	Children	Adults	Children	
Alamo	10	14	45	32	53	43	96
American Horse	8	10	55	63	61	73	134
Aneth	16	14	23	26	38	38	76
Atsa Biyaazh (Shiprock)	14	21	39	45	49	66	115
Baca	16	11	26	28	42	39	81
Beclabito	10	7	50	40	57	46	103
Blackwater	14	12	35	24	49	36	85
Bread Springs	14	15	43	34	52	49	101
Casa Blanca	18	13	50	69	61	79	140
Chi Chi'l Tah-Jones Ranch	14	7	38	27	42	32	74
Chief Leschi	21	9	51	45	71	54	125
Dunseith	10	9	48	58	53	67	120
Dzilth-Na-O-Dith-Hle	24	16	37	44	56	60	116
Enemy Swim	15	13	55	56	67	68	135
Fond du Lac	15	9	36	30	46	36	82
Gila Crossing	24	15	12	11	35	26	61
Greasewood Springs	21	17	32	23	50	37	87
Hannahville	15	14	60	49	70	63	133
John F. Kennedy	15	16	32	27	47	43	90
Kayenta	7	7	35	41	42	48	90
Kin Dah Lichi'i Olta	16	12	17	22	30	32	62
Lac Courte Oreilles	20	11	30	29	45	39	84
Leupp	6	10	29	31	33	37	70
Little Singer	20	18	52	37	71	54	125
Little Wound	18	17	43	53	58	67	125

Site	Number of FACE Participants at Sites During PY14						
	Participants Who Received Center-based Services		Participants Who Received Home-based Services		Unduplicated Participants Who Received Any Service		Total Unduplicated Participants
	Adults	Children	Adults	Children	Adults	Children	
Many Farms (Chinle)	12	12	56	61	67	73	140
Mariano Lake	1	1	19	22	20	23	43
Na'Neelzhiin Ji' Olta	14	12	36	40	44	49	93
Oneida	9	14	39	43	46	55	101
Pearl River	19	14	33	33	50	47	97
Pine Ridge	6	5	25	16	30	21	51
Pueblo Pintado	14	8	32	34	45	41	86
Ramah Pine Hill	8	8	63	50	70	57	127
Rough Rock	18	15	79	67	93	79	172
Salt River	10	10	29	29	38	36	74
St. Francis	24	22	47	46	65	67	132
Tate Topa	23	15	27	24	45	39	84
Theodore Jamerson	2	1	24	21	26	22	48
T'iis Nazbas	7	7	54	54	60	60	120
T'iis Ts'oozi Bi' Olta (Crownpoint)	23	21	37	27	54	45	99
To'Hajiilee (Canoncito)	22	16	66	61	78	73	151
Tse 'ii' ahi	11	11	39	44	47	53	100
Wingate	15	12	50	35	61	44	105
All Sites	**619**	**521**	**1,728**	**1,651**	**2,217**	**2,116**	**4,333**

APPENDIX D

Dates and Amount of FACE Services Provided at Sites During PY14

Dates and Amount of FACE Services Provided at Sites During PY14

	PY14 FACE Program		Center-based Services					Home-based Services	
	Start Date	End Date	Total Days	Hours of AE	Hours of ECE	Hours of PACT Time	Hours of Parent Time	Days Personal Visits Were Offered	FACE Family Circles Offered
Overall Average			135	408	543	131	132	130	9
Alamo	8/12/13	6/04/14	132	330	528	131	131	132	11
American Horse	8/21/13	5/14/14	153	536	689	153	153	153	9
Aneth	8/07/13	5/22/14	145	580	580	145	145	145	9
Atsa Biyaazh	8/13/13	5/20/14	138	406	483	138	138	153	9
Baca	8/08/13	5/15/14	135	338	473	135	135	133	8
Beclabito	8/12/13	5/15/14	94	235	470	94	94	137	10
Blackwater	8/05/13	5/22/14	140	420	490	140	140	141	6
Bread Springs	8/05/13	5/19/14	139	487	626	139	139	139	9
Casa Blanca	7/29/13	5/15/14	134	573	672	134	134	143	8
Chi Chi'l Tah	8/05/13	5/21/14	139	348	487	139	139	139	9
Chief Leschi	9/04/13	6/20/14	145	435	689	145	133	145	16
Dunseith	8/18/13	5/16/14	129	323	452	129	129	129	9
Dzilth-Na-O-Dith-Hle	8/12/13	5/22/14	137	391	573	137	137	130	10
Enemy Swim	8/20/13	5/22/14	140	420	710	138	157	142	9
Fond du Lac	8/26/13	6/05/14	136	612	612	136	136	137	10
Gila Crossing	8/12/13	5/28/14	140	490	700	140	140	128	8
Greasewood Springs	7/29/13	5/20/14	144	502	642	143	143	138	10
Hannahville	9/04/13	5/22/14	128	384	498	128	128	125	9
John F. Kennedy	8/13/13	5/23/14	134	335	469	117	100	129	7
Kayenta	8/12/13	5/23/14	175	311	565	109	119	140	10
Kin Dah Lichi'i Olta'	9/09/13	5/16/14	114	285	399	114	114	114	8
Lac Courte Oreilles	9/04/13	5/29/14	123	431	554	123	123	114	9
Leupp	8/12/13	5/15/14	130	333	390	130	194	121	10

	PY14 FACE Program		Center-based Services					Home-based Services	
	Start Date	End Date	Total Days	Hours of AE	Hours of ECE	Hours of PACT Time	Hours of Parent Time	Days Personal Visits Were Offered	FACE Family Circles Offered
Little Singer	8/12/13	5/23/14	124	682	682	124	124	108	12
Little Wound	8/26/13	5/22/14	135	417	540	135	139	122	9
Many Farms	8/13/13	5/19/14	123	303	431	123	123	150	10
Mariano Lake	8/05/13	5/23/14	112	357	394	115	115	128	10
Na' Neelziin J'olta	8/07/13	5/16/14	125	304	430	117	117	110	9
Oneida	8/03/13	6/05/14	139	521	660	104	139	139	10
Pearl River	8/07/13	5/22/14	146	402	657	146	146	101	9
Pine Ridge	8/19/13	5/20/14	16	51	65	16	16	90	9
Pueblo Pintado	8/05/13	5/22/14	146	594	736	138	129	124	9
Ramah	8/06/13	5/22/14	137	320	450	134	125	87	9
Rough Rock	8/05/13	5/15/14	136	340	476	136	136	139	9
Salt River	8/09/13	5/22/14	180	341	648	135	79	125	10
St Francis	8/27/13	5/29/14	162	648	810	162	162	162	10
Tate Topa	8/26/13	5/23/14	168	420	588	168	168	80	4
Theodore Jamerson	8/19/13	5/19/14	168	470	551	164	162	136	9
Tiis-Nazbas	8/05/13	5/19/14	130	399	486	119	119	125	10
Tiis Ts'ozi Bi' Olta	8/05/13	5/23/14	149	447	596	149	149	149	10
To' Hajiilee-He	8/19/13	5/19/14	133	344	443	133	133	144	14
Tse'ii'ahi'	8/13/13	5/08/14	128	320	448	128	128	129	8
Wingate	8/12/13	5/23/14	140	350	490	140	140	140	7

APPENDIX E

Average Center-based Participation at Sites During PY14

PY14 Hours of Service Offered, Average Hours of Participation for the Year and for the Month, and Number of Participants in Center-based Components

	Adult Education				Preschool				PACT Time		Parent Time	
	Hrs. Offered	Avg. Hours of Partici-pation in PY14	Avg. Monthly Hours of Partici-pation	# of Adults	Hrs. Offered	Avg. Hours of Partici-pation in PY14	Avg. Monthly Hours of Partici-pation	# of Child-ren	Hrs. Offered	Avg. Hours of Partici-pation in PY14	Hrs. Offered	Avg. Hours of Partici-pation in PY14
Alamo	330	297	35	10	528	256	28	14	131	59	131	60
American Horse	536	312	37	8	589	411	50	10	153	89	153	89
Aneth	580	100	19	16	580	160	28	14	145	25	145	25
Atsa Biyaazh	406	262	40	14	483	156	31	21	138	58	138	58
Baca	338	253	31	16	473	351	42	11	135	100	135	97
Beclabito	235	53	26	10	470	161	25	7	94	19	94	19
Blackwater	420	232	32	14	490	313	37	12	140	76	140	74
Bread Springs	487	191	29	14	626	250	38	15	139	55	139	55
Casa Blanca	573	155	30	18	672	189	39	13	134	33	134	36
Chi Chi'l Tah-Jones Ranch	348	139	18	14	487	300	36	7	139	57	139	55
Chief Leschi	435	120	24	21	689	224	37	9	145	35	133	32
Dunseith	323	138	20	10	452	214	33	9	129	62	129	55
Dzilth-Na-O-Dith-Hle	391	131	24	24	573	134		16	137	44	137	48
Enemy Swim	420	185	25	15	710	375	48	13	138	57	157	63
Fond du Lac	612	325	47	15	612	355	41	9	136	78	136	77
Gila Crossing	490	231	47	24	700	390	61	15	140	69	140	67
Greasewood Springs	502	157	21	21	642	267	34	17	143	51	143	52
Hannahville	384	186	26	15	498	216	32	14	128	50	128	47
J. F. Kennedy	335	130	23	15	469	194	33	16	117	53	100	53
Kayenta	311	143	19	7	565	314	39	7	109	42	119	52
Kin Dah Lichi'i Olta	285	126	19	16	399	144	22	12	114	39	114	42
Lac Courte Oreilles	431	117	23	20	554	142	30	11	123	28	123	36
Leupp	333	149	19	6	390	150	20	10	130	58	194	64

	Adult Education				Preschool				PACT Time		Parent Time	
	Hrs. Offered	Avg. Hours of Partici-pation in PY14	Avg. Monthly Hours of Partici-pation	# of Adults	Hrs. Offered	Avg. Hours of Partici-pation in PY14	Avg. Monthly Hours of Partici-pation	# of Child-ren	Hrs. Offered	Avg. Hours of Partici-pation in PY14	Hrs. Offered	Avg. Hours of Partici-pation in PY14
Little Singer	682	288	54	20	704	359	56	18	124	52	124	52
Little Wound	417	173	35	18	488	180	31	17	135	43	139	45
Many Farms (Chinle)	303	165	26	12	452	165	23	12	123	66	123	66
Mariano Lake	357	212	27	1	394	430	54	1	115	130	115	130
Na' Neelziin J'Olta	304	105	18	14	491	158	26	12	117	43	117	45
Oneida	521	225	36	9	665	423	56	14	104	64	139	64
Pearl River	402	122	27	19	666	210	42	14	146	44	146	43
Pine Ridge	51	7	2	6	380	4	1	5	16	1	16	1
Pueblo Pintado	594	227	37	14	748	267	48	8	138	43	129	47
Ramah Pine Hill	320	153	17	8	364	219	22	8	134	76	125	64
Rough Rock	340	168	22	18	476	260	30	15	136	63	136	69
Salt River	341	182	24	10	598	338	35	10	135	68	79	69
St. Francis	648	289	45	24	786	282	48	22	162	62	162	67
Tate Topa	420	90	22	23	476	113	30	15	168	37	168	37
Theodore Jamerson	470	125	18	2	586	67	17	1	164	20	162	40
T'iis Nazbas	399	223	25	7	574	271	30	7	119	67	119	67
Tiis Ts'ozi Bi'Olta (Crownpoint)	447	125	22	23	572	201	31	21	149	41	149	39
To'Hajiilee-He (Canoncito)	344	126	17	22	494	173	22	16	133	43	133	45
Tse'ii'ahi	320	156	26	11	494	181	33	11	128	58	128	59
Wingate	350	319	49	15	473	299	51	12	140	67	140	69
Avg. at All Sites	**408**	**177**	**29**	**14**	**543**	**238**	**36**	**12**	**131**	**52**	**132**	**53**

APPENDIX F

Average Home-based Participation at Sites During PY14

Average Number of Personal Visits Received for the Year and the Month by Home-based Parents, and Number of Family Circles Offered and Average Number Attended by Home-based Parents

	Personal Visits			FACE Family Circles		
	Average Received During PY14	Average Received Per Month	Number of Parents	Number Offered During PY14	Average Attended During PY14	Number of Parents Who Attended in PY14
Alamo	15	2	45	11	6	44
American Horse	14	2	55	9	4	48
Aneth	19	2	23	9	4	17
Atsa Biyaazh	9	2	39	9	2	20
Baca	19	2	26	8	5	22
Beclabito	11	2	50	10	3	34
Blackwater	9	1	35	6	2	32
Bread Springs	12	2	43	9	3	39
Casa Blanca	13	2	50	8	4	39
Chi Chi'l Tah-Jones Ranch	17	3	38	9	4	37
Chief Leschi	11	2	51	16	4	33
Dunseith	13	2	48	9	2	13
Dzilth-Na-O-Dith-Hle	10	2	37	10	4	31
Enemy Swim	14	2	55	9	3	32
Fond du Lac	17	2	36	10	5	22
Gila Crossing	20	2	12	8	3	11
Greasewood Springs	17	3	32	10	4	27
Hannahville	9	1	60	9	2	38
John F. Kennedy	6	1	32	7	2	19
Kayenta	8	1	35	10	3	14
Kin Dah Lichi'i Olta	15	5	17	8	4	15
Lac Courte Oreilles	9	2	30	9	3	9
Leupp	19	2	29	10	3	18
Little Singer	10	1	52	12	3	36
Little Wound	10	1	43	9	4	41
Many Farm (Chinle)s	10	1	56	10	4	44
Mariano Lake	15	3	19	10	3	12
Na' Neelziin J'Olta (Torreon)	17	2	36	9	2	26
Oneida	13	2	39	10	4	27
Pearl River	11	2	33	9	5	25
Pine Ridge	7	1	25	9	4	25

	Personal Visits			FACE Family Circles		
	Average Received During PY14	Average Received Per Month	Number of Parents	Number Offered During PY14	Average Attended During PY14	Number of Parents Who Attended in PY14
Pueblo Pintado	7	2	32	9	3	18
Ramah Pine Hill	6	1	63	9	3	40
Rough Rock	8	1	79	9	2	47
Salt River	8	2	29	10	3	23
St. Francis	13	2	47	10	3	28
Tate Topa	6	1	27	4	2	18
Theodore Jamerson	10	2	24	9	3	15
T'iis Nazbas	11	2	54	10	4	41
T'iis Ts'ozi Bi Olta (Crownpoint)	12	2	37	10	3	22
To'Hajiilee (Canoncito)	9	1	66	14	3	40

APPENDIX G

Transition of Children from FACE to Kindergarten at Sites During PY14

Transition of Children from FACE to Kindergarten at Sites During PY14

Site	Written Plan that Defines Procedures for Transitions		Children Transitioning to Kindergarten				Children Assisted			
	From center-based	From home-based	Total number	# of center-based	# of home-based	# with IEP	% assisted of total # transitioning to kinder-garten	Total # Assisted	# of center-based	# of home-based
Alamo	Y	Y	3	3	0	2	?	6	3	3
American Horse	Y	N	7	7	0	0	100	7	7	0
Aneth	Y	N	1	1	0	0	0	0	0	0
Atsa Biyaazh	N	N	2	2	0	1	0	0	0	0
Baca	Y	Y	4	3	1	0	0	0	0	0
Beclabito	Y	Y	5	3	2	1	60	3	3	0
Blackwater	Y	N	3	3	0	0	100	3	3	0
Bread Springs	Y	Y	6	6	0	0	100	6	6	0
Casa Blanca	Y	N	10	3	7	2	20	2	2	0
Chi Chi'l Tah	N	N	5	5	0	1	100	5	5	0
Chief Leschi	Y	Y	3	2	1	0	100	3	2	1
Dunseith	Y	Y	4	4	0	1	100	4	4	0
Dzilth-Na-O-Dith-Hle	Y	Y	5	5	0	0	?	6	5	1
Enemy Swim	Y	N	6	6	0	2	100	6	6	0
Fond du Lac	Y	N	6	4	2	0	50	3	3	0
Gila Crossing	Y	Y	9	8	1	4	100	9	8	1
Greasewood Springs	Y	N	6	6	0	1	100	6	6	0
Hannahville	Y	Y	8	8	0	3	100	8	8	0

Site	Written Plan that Defines Procedures for Transitions		Children Transitioning to Kindergarten				Children Assisted			
	From center-based	From home-based	Total number	# of center-based	# of home-based	# with IEP	% assisted of total # transitioning to kinder-garten	Total # Assisted	# of center-based	# of home-based
John F. Kennedy	Y	N	2	2	0	0	100	2	2	0
Kayenta	Y	Y	8	7	1	0	88	7	7	0
Kin Da Llichi'I Olta	Y	N	6	6	0	0	100	6	6	0
Lac Courte Oreilles	Y	Y	3	3	0	0	100	3	3	0
Leupp	Y	Y	4	3	1	0	100	4	3	1
Little Singer	Y	Y	11	10	1	1	100	11	10	1
Little Wound	N	N	1	1	0	0	0	0	0	0
Many Farms (Chinle)			2	0	2	0	?	3	3	0
Mariano Lake	Y	N	0	0	0	0	0	0	0	0
Na,Neelzhiin Ji' Olta	Y	N	4	4	0	1	100	4	4	0
Oneida	Y	N	5	5	0	2	80	4	4	0
Pearl River	Y	Y	2	1	1	0	100	2	1	1
Pine Ridge	Y	N	1	1	0	0	0	0	0	0
Pueblo Pintado	Y	N	2	2	0	0	100	2	2	0
Ramah Pine Hill	Y	Y	1	1	0	1	100	1	1	0
Rough Rock	Y	N	19	8	11	2	42	8	8	0
Salt River	Y	N	4	4	0	0	100	4	4	0
St Francis	Y	Y	12	12	0	1	100	12	12	0
Tate Topa	Y	N	4	4	0	0	25	1	1	0
Theodore Jamerson	Y	Y	2	0	2	0	100	2	0	2

Site	Written Plan that Defines Procedures for Transitions		Children Transitioning to Kindergarten				Children Assisted			
	From center-based	From home-based	Total number	# of center-based	# of home-based	# with IEP	% assisted of total # transitioning to kinder-garten	Total # Assisted	# of center-based	# of home-based
T'iis Nazbas	Y	Y	15	5	10	1	100	15	5	10
T'iis Ts'opoozi Bi' Olta	Y	N	5	5	0	0	100	5	5	0
To'Hajiilee-He	Y	Y	15	4	11	7	100	15	11	4
Tse'ii'ahi	N	N	4	4	0	0	100	4	4	0
Wingate	Y	N	2	2	0	0	100	2	2	0

APPENDIX H

Summary of FACE Program Implementation Ratings

Percentage and Number of Programs Rating the Degree of Implementation, and Mean Rating PY14

Assurance Quality Indicators	Not Yet		Beginning		Mostly		Well Established		Mean	(N)
	%	#	%	#	%	#	%	#		
1. The school administration and school board are committed to implementation of the FACE model.	0	0	2	1	23	10	74	43	3.7	(43)
2. Adequate and safe facilities are provided for FACE Family Circle for families and their children from birth to age 5.	0	0	0	0	9	4	91	39	3.9	(43)
3. Two appropriate and safe classrooms, restroom facilities for adults and children, and playground space for children 3 to 5 years of age are provided at the school.	0	0	2	1	14	6	84	36	3.8	(43)
4. Office space is provided for parent educators and secured storage space for FACE home-based and center-based.	0	0	2	1	9	4	88	38	3.9	(43)
5. The school provides transportation for (1) children ages 3-5 and their parent(s)/adult caregiver to attend the center-based program, (2) each parent educator to conduct personal visits, and (3) families to attend monthly FACE Family Circle.	0	0	0	0	19	8	81	35	3.8	(43)
6. The school provides appropriate professional development in addressing the academic needs of the K-3rd grade educational program.	2	1	5	2	9	4	84	36	3.7	(43)
7. Written Transition plans are developed for transition from home- to center-based and from center-based or home-based to kindergarten.	0	0	5	2	42	18	53	23	3.5	(43)
8. The FACE program coordinates and collaborates with all preschool programs.	2	1	14	6	23	10	60	26	3.4	(43)
9. T ransition plans are developed to assist FACE adults transitioning from FACE to the world of work or higher education.	2	1	12	5	37	16	49	21	3.3	(43)
10. FACE staff and principal/administrator participate in all required professional development and technical assistance visits provided PAT and NCFL.	2	1	5	2	33	14	60	25	3.5	(42)

Assurance Quality Indicators	Not Yet %	Not Yet #	Beginning %	Beginning #	Mostly %	Mostly #	Well Established %	Well Established #	Mean	(N)
11. All program data are maintained and submitted in a timely manner (by home-based and center-based). The coordinator is aware of documentation requirements and ensures that current forms and correct procedures are used and that confidentiality is maintained.	0	0	0	0	47	20	53	23	3.5	(43)
12. The FACE program is fully staffed (five positions, including coordinator, adult education teacher, early childhood teacher and co-teacher, and two parent educators) with staff members who are fully certified and qualified for the positions that they hold.	12	5	7	3	30	13	51	43	3.2	(43)
13HB.Full FACE enrollment is established and maintained in home-based (minimum 12 families weekly or, ideally, 24 families biweekly per parent educator)..	2	1	7	3	33	14	58	25	3.5	(43)
13CB.Full FACE enrollment is established and maintained in center-based (15 adults and 15-20 preschool children).	9	4	19	8	56	24	16	7	2.8	(43)
14HB.Home-based families participate on a regular basis. At least 75% of offered visits are completed weekly or biweekly, and families attend at least 75% of offered FACE Family Circles.	0	0	7	3	45	19	48	20	3.4	(42)
14CB.Center-based families participate on a regular basis. Adults and children demonstrate at least 75% attendance of offered service.	0	0	14	6	47	20	40	17	3.3	(43)
15. The school will ensure that FACE funding is utilized appropriately.	0	0	0	0	12	5	88	38	3.9	(43)
16. Grant schools only: The school has no outstanding audit exceptions regarding fiscal or program management.	4	1	4	1	4	1	87	20	3.7	(23)

Program Management and Teamwork Quality Indicators	Not Yet %	Not Yet #	Beginning %	Beginning #	Mostly %	Mostly #	Well Established %	Well Established #	Mean	(N)
17. A Leadership Team consisting of the principal, FACE Coordinator, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).	12	5	14	6	23	10	51	22	3.1	(43)

Program Management and Teamwork Quality Indicators	Not Yet		Beginning		Mostly		Well Established		Mean	(N)
	%	#	%	#	%	#	%	#		
18. The principal monitors curriculum and classroom instruction regularly for all classes, including preschool and adult education. There is clear definition of who supervises and monitors the FACE program and staff.	0	0	16	7	33	14	51	22	3.3	43
19. Staff members set aside weekly time for planning individually and as a team. Team meetings for all staff members, including the coordinator, are conducted every week on the planning day.	2	1	0	0	21	9	77	33	3.7	43
20. Action plans are routinely developed by the team, reviewed for progress, and submitted to BIE.	5	2	5	2	30	13	60	26	3.5	(43)
21a. Written policies and procedures address recruitment, intake, and enrollment.	2	1	7	3	19	8	71	30	3.6	(42)
21b. Written policies and procedures address orientation and training for staff	2	1	2	1	24	10	71	30	3.6	(42)
21c. Written policies and procedures address staff qualifications and personnel policies.	0	0	0	0	17	7	83	35	3.8	(42)
21d. Written policies and procedures address supervision, team meetings/planning and professional development.	0	0	2	1	19	8	79	33	3.8	(42)
21e. Written policies and procedures address services to families including times and frequency.	0	0	0	0	12	5	37	88	3.9	(42)
21f. Written policies and procedures address transition planning and exit.	5	2	2	1	29	12	64	27	3.5	(42)
21g. Written policies and procedures address data collection and documentation of services including Team Meeting Binder, FACE Family Circle Binder, Professional Development Binder.	0	0	2	1	19	8	79	33	3.8	(42)
21h. Written policies and procedures address ethical practice.	5	2	2	1	15	6	78	32	3.7	(41)
21i. Written policies and procedures address parent educator safety.	7	3	5	2	19	8	69	29	3.5	(42)
21j. Written policies and procedures address fiscal management.	2	1	0	0	19	8	79	33	3.7	(42)
21k. Written policies and procedures address sustainability plan.	17	7	10	4	17	7	57	24	3.1	(42)
22. Home-based and center-based staffs work together as a team, sharing responsibilities and supporting each other to integrate services.	0	0	0	0	12	5	88	38	3.9	(43)

Program Management and Teamwork Quality Indicators	Not Yet		Beginning		Mostly		Well Established		Mean	(N)
	%	#	%	#	%	#	%	#		
23. Staff has readily available access to communication with families, community resources, and other FACE programs.	5	2	2	1	16	7	77	33	3.7	(43)
24. FACE families are involved with the regular school program.	0	0	0	0	16	7	84	36	3.8	(43)
25. FACE staff collaborates with other school staff and are involved in school-wide activities when appropriate and that do not conflict with the FACE program schedule.	0	0	2	1	12	5	86	37	3.8	(43)
26. The school's instructional Team, in which the FACE Team participates, meets for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.	19	8	16	7	19	8	47	20	2.9	(43)
27. FACE staff collaborates and plans with other school staff to support children and their parents in the transition of children into kindergarten.	0	0	12	5	21	9	67	29	3.6	(43)
28. Imagination Library is implemented for all FACE families actively participating in home or center-based. The enrollment is updated .	0	0	0	0	2	1	98	41	4.0	(43)
29. FACE families qualify for and benefit from all of the services that students at the school receive.	0	0	0	0	9	4	91	39	3.9	(43)
30. The coordinator demonstrates effective leadership and supports every aspect of the program.	2	1	14	6	21	9	63	27	3.4	(43)
31. There is a clear definition of who supervises and monitors the FACE program and staff.	0	0	2	1	9	4	88	38	3.9	(43)

Recruitment, Enrollment, and Participation Quality Indicators	Not Yet		Beginning		Mostly		Well Established		Mean	(N)
	%	#	%	#	%	#				
32. The staff has developed and distributed an up-to-date brochure and other printed materials that reflect the identity of the community and include contact information and a description of FACE services.	2	1	2	1	12	5	84	36	3.8	(43)
33. A written year-long recruitment and retention plan has been developed by the team, is submitted to BIE, and is reviewed for progress periodically at team meetings and updated annually.	0	0	20	9	20	9	58	25	3.4	(43)

Recruitment, Enrollment, and Participation Quality Indicators	Not Yet		Beginning		Mostly		Well Established		Mean	(N)
	%	#	%	#	%	#				
34. Recruitment for home-based and center-based families is an ongoing process with responsibility shared by the entire FACE team and involving the total school staff.	0	0	0	0	21	9	79	34	3.8	(43)
35. Staff offers appropriate and reasonable incentives to encourage regular family participation. The incentive plan is documented, maintained, and made public to the FACE staff and families	0	0	2	1	21	9	77	33	3.7	(43)
36. Center-based services follow the school daily and yearly schedule.	0	0	2	1	2	1	95	41	3.9	(43)
37. Home-based services (personal visits, FACE Family Circle) are flexibly scheduled to meet the needs of the families within the school's yearly schedule.	0	0	0	0	2	1	98	42	4.0	(43)
38. The FACE staff has a plan for addressing contact with families during periods of low participation.	0	0	0	0	19	8	81	35	3.8	(43)
39. The early childhood component of the program is working toward NAEYC accreditation when enrollment reaches 10 children.	53	23	21	9	12	5	14	6	1.9	(43)

Screening Quality Indicators	Not Yet		Beginning		Mostly		Well Established		Mean	(N)
	%	#	%	#	%	#	%	#		
40. Native language and culture are incorporated throughout the FACE program. Each of the FACE program components support and celebrate the unique culture and language of the community.	2	1	2	1	24	10	71	30	3.6	(42)
41. The school and FACE provide training for all staff on local tribal history, culture, and language.	9	4	16	7	23	10	51	22	3.2	(43)
42. Physical appearance of the FACE facility reflects the tribal culture.	0	0	9	4	21	9	70	30	3.6	(43)
43. FACE staff demonstrates an understanding of tribal culture, customs, and values.	0	0	0	0	12	5	88	38	3.9	(43)

Screening Quality Indicators	Not Yet		Beginning		Mostly		Well Established		Mean	(N)
	%	#	%	#	%	#	%	#		
44. Developmental screening is administered appropriately to children.	0	0	0	0	7	3	93	40	3.9	(43)

45. Social-emotional screening (ASQ:SE) is administered once a year to home-based children and on an as-needed basis for center-based children.	0	0	0	0	5	2	95	41	4.0	(43)
46. Staff is trained to complete and document the necessary screenings.	0	0	0	0	9	4	91	39	3.9	(43)
47. Instructional Teams review the results of preschool children's screening and assessments to make decisions about the curriculum and instructional plan and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of early mastery of objectives), and to be referred for further evaluation.	9	4	12	5	14	6	65	28	3.3	(43)
48. Prior to the screening, parents receive information about the purpose of the screening and what to expect.	0	0	2	1	7	3	91	39	3.9	(43)
49. Families are informed of screening results.	0	0	2	1	5	2	93	40	3.9	(43)
50. FACE staff are knowledgeable of the Individuals With Disabilities Educational Improvement Act (IDEA) and participate in Individual Family Service Plan (IFSP—birth to 3) and Individual Education Plan (IEP—3 to 5) processes when appropriate.	0	0	5	2	19	8	77	33	3.7	(43)
51. Vision, hearing, and dental screenings are administered annually for all children in both home- and center-based within 45 days of enrollment.	0	0	2	1	19	8	79	34	3.8	(43)
52. A Health Record questionnaire is completed annually for all children in both home- and center-based within 45 days of enrollment.	0	0	2	1	9	4	88	38	3.9	(43)
53. Learning disabilities screening is administered to adults as appropriate. Referrals are made for further screening or services when indicated.	26	11	7	3	16	7	51	22	2.9	(43)
54. Timely referrals and follow-ups are made to the appropriate agencies within 45 days of identification of concern, with documentation maintained in the participant's file.	2	1	2	1	7	3	88	38	3.8	(43)

Partnership and Community Resources Quality Indicators	**Not Yet**		Beginning		**Mostly**		**Well Established**		**Mean**	**(N)**
	%	**#**	%	#	**%**	**#**	**%**	**#**		
55. Working relationships are established with tribal organizations, local offices of BIA, and state and community agencies/organizations.	0	0	0	0	21	9	79	34	3.8	(43)

56. FACE staff members provide parents with information and linkages to a variety of community resources.	0	0	0	0	12	5	88	38	3.9	(43)
57. An updated Resource Directory is available for families and staff.	2	1	5	2	9	4	84	36	3.7	(43)
58. Families are asked for feedback regarding their experiences with recommended community resources.	7	3	7	3	21	9	65	28	3.4	(43)

	Not Yet		Beginning		Mostly		Well Established		Mean	
Personal Visits Quality Indicators	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**		**(N)**
59. Parent educators complete and document Family-centered assessment within 90 days of enrollment and then at least annually.	14	6	5	2	17	7	64	27	3.3	(42)
60. Parent educators develop and document goals with each family they serve.	0	0	5	2	21	9	74	32	3.7	(43)
61. Parent educators effectively use the online curriculum to plan across the components.	0	0	2	1	9	4	88	38	3.9	(43)
62. Families partner with parent educators to plan the content of the visit—choosing the development topic, parent child interaction, etc.	0	0	5	2	21	9	74	32	3.7	(43)
63. Parent educators prepare for each personal visit by developing lessons on the Foundational Plans 1-8 and/or Planning Guide, with intent statements for each area of emphasis: parent-child interactions, development-centered parenting, and family well-being. .	0	0	2	1	16	7	81	35	3.8	(43)
64. The Toolkit is used during each personal visit to strengthen and guide discussion.	0	0	14	6	40	17	47	20	3.3	(43)
65. Personal visits are offered for at least 60 minutes for one child and 75-90 minutes for two children. Visits are individualized to meet needs, interests and learning styles.	0	0	2	1	16	7	81	35	3.8	(43)
66. Materials found in the home and relevant to the culture are used to support learning during the personal visit.	2	1	2	1	19	8	77	33	3.7	(43)
67. Parent(s) and child(ren) are involved in shared developmental activities during personal visits.	0	0	0	0	19	8	81	35	3.8	(43)
68. A parent-child book sharing activity occurs in every personal visit.	0	0	2	1	12	5	86	37	3.8	(43)
69. Before, during and after the visit, activities from the flaps of Imagination Library books are introduced to parents.	9	4	12	5	21	9	58	25	3.3	(43)
70. Parent educators involve the father and extended family members in the visits when applicable.	0	0	5	2	7	3	88	38	3.8	(43)

Personal Visits Quality Indicators	Not Yet %	Not Yet #	Beginning %	Beginning #	Mostly %	Mostly #	Well Established %	Well Established #	Mean	(N)
71. Parent educators support parents in observing their child's developmental progress during each visit. Parent educators provide the family with child development and neuroscience information.	0	0	2	1	9	4	88	38	3.9	(43)
72. Parent educators support parents in understanding parenting behaviors and connecting the behaviors to their child's development.	0	0	2	1	9	4	88	38	3.9	(43)
73. Parent educators support parents in understanding their family system and strengthening protective factors.	0	0	2	1	23	10	74	32	3.7	(43)
74. Families are encouraged to share observations of their children and their own skills through Fine Smile, Parent-Child Activity Sheet. and Family Journal.	0	0	2	1	23	10	74	32	3.7	(43)
75. Parental concerns and/or questions are addressed and documented effectively.	0	0	0	0	30	13	70	30	3.7	(43)
76. Follow-up activities and materials for parent(s) are discussed and reviewed at the next visit.	0	0	0	0	23	10	77	33	3.8	(43)
77. Families are asked to evaluate the personal visit—what was helpful, how the time was used, etc.	5	2	9	4	21	9	65	28	3.5	(43)
78. Documentation is routinely updated and maintained in an organized, confidential, and secure manner.	0	0	5	2	26	11	70	30	3.7	(43)

FACE Family Circle Quality Indicators	Not Yet %	Not Yet #	Beginning %	Beginning #	Mostly %	Mostly #	Well Established %	Well Established #	Mean	(N)
79. Parent educators lead the planning of the content and facilitate the delivery of services. Parent educators lead the planning of the content and facilitate the delivery of services.	0	0	2	1	9	4	88	38	3.9	(43)
80. FACE Family Circles focus on prenatal-to-3 child development and/or parenting issues including the three areas of emphasis (child-development-centered parenting, parent-child interactions and family well-being). Content may also include topics about 3- to 5-year-old children, when appropriate.	0	0	2	1	14	6	94	36	3.8	(43)

FACE Family Circle Quality Indicators	Not Yet		Beginning		Mostly		Well Established		Mean	(N)
	%	#	%	#	%	#	%	#		
81. Family Circle Kits and Foundational Curriculum plans are used to offer specialized content to families.	2	1	7	3	19	8	72	31	3.6	(43)
82. FACE Family Circle meets the needs of families.	0	0	0	0	23	10	77	33	3.8	(43)
83. The FACE program delivers at least one Family Circle each month (for a yearly total or 9 or 10).	0	0	0	0	5	2	95	41	4.0	(43)
84. Family Circle information is entered into Visit Tracker each month.	2	1	12	5	23	10	63	27	3.5	(43)

Adult Education Quality Indicators	Not Yet		Beginning		Mostly		Well Established		Mean	(N)
	%	#	%	#	%	#	%	#		
85. Adult Education is offered for a minimum of 2½ hours per day.	0	0	5	2	7	3	88	38	3.8	(43)
86. Ongoing formal and informal assessment informs teaching and learning content and practices.	0	0	7	3	9	4	84	36	3.8	(43)
87. Attention is given to both the educational and non-educational needs of students.	0	0	0	0	23	10	77	33	3.8	(43)
88. The curriculum that is developed is based on students' interests, needs, and goals.	0	0	5	2	14	6	81	35	3.8	(43)
89. Curriculum and instruction includes a variety of teaching and learning strategies that meet the needs of adult learners.	0	0	5	2	21	9	74	32	3.7	(43)
90. Services are provided to adults with learning difficulties and concerns.	9	4	7	3	23	10	60	26	3.3	(43)
91. Adult Education is integrated with PACT Time, Parent Time, and Early Childhood.	0	0	7	3	5	2	88	38	3.8	(43)
92. Parents set long- and short-term goals, which guide instructional content.	0	0	7	3	26	11	67	29	3.6	(43)
93. The classroom environment includes learning areas and a wide variety of learning materials and equipment.	0	0	2	1	28	12	70	30	3.7	(43)
94. Current and working technology is accessible to adult students throughout the day in the adult classroom.	0	0	2	1	12	5	86	37	3.8	(43)

Adult Education Quality Indicators	Not Yet %	Not Yet #	Beginning %	Beginning #	Mostly %	Mostly #	Well Established %	Well Established #	Mean	(N)
95. Recordkeeping is confidential, organized, and regularly maintained.	0	0	0	0	16	7	84	36	3.8	(43)

Early Childhood Education Quality Indicators	Not Yet %	Not Yet #	Beginning %	Beginning #	Mostly %	Mostly #	Well Established %	Well Established #	Mean	(N)
96. Early childhood education is offered in a FACE preschool for a minimum of 31/2 hours daily.	0	0	0	0	2	1	98	42	4.0	(43)
97. All preschool teachers use a variety and balance of developmentally appropriate instructional strategies (small group, large group, and individual, teacher-directed, child-initiated).	0	0	0	0	2	1	98	42	4.0	(43)
98. The curriculum is developmentally appropriate and emphasizes active learning and early literacy development. The early childhood teacher and co-teacher utilize the Early Childhood Standards in daily lesson planning.	0	0	0	0	12	5	88	38	3.9	(43)
99. The early childhood teacher and co-teacher share the responsibility for planning, instruction, assessment, and interaction with children and their parents.	12	5	0	0	12	5	77	33	3.5	(43)
100. Parents are active participants in their children's education.	0	0	2	1	19	8	79	34	3.8	(43)
101. The classroom environment is culturally appropriate and literacy rich and includes a variety of well-equipped learning areas supported with appropriate technology and software.	0	0	0	0	28	12	72	31	3.7	(43)
102. A consistent daily routine is established and followed that meets all FACE requirements.	0	0	0	0	2	1	98	42	4.0	(43)
103. The Dialogic Reading process is used by teachers every day for every child.	0	0	0	0	16	7	84	36	3.8	(43)
104. Formal and informal assessments are ongoing and guide instruction.	2	1	0	0	9	4	88	38	3.8	(43)
105. Documentation, including lesson plans, child files, attendance records, assessment records, written transition plans, and recruitment and retention plans are maintained in an organized confidential secure manner.	0	0	0	0	16	7	84	36	3.8	(43)

Parent and Child Together (PACT) Time Quality Indicators	Not Yet		Beginning		Mostly		Well Established		Mean	(N)
	%	#	%	#	%	#	%	#		
106. PACT Time is conducted daily.	0	0	2	1	2	1	95	41	3.9	(43)
107. Staff members help parents support their children's learning through play and follow their children's lead in child-initiated activities. Staff observations inform Parent Time topics.	0	0	2	1	19	8	79	34	3.8	(43)
108. Staff model Dialogic Reading strategies during PACT Time circle.	0	0	2	1	9	4	88	38	3.9	(43)
109. Parents practice Dialogic Reading during PACT Time.	0	0	7	3	19	8	74	32	3.7	(43)
110. Every day, the staff provides an easy transfer-home idea or activity to the parents to support their children's learning in the home setting, followed by review the next day.	0	0	2	1	16	7	81	35	3.8	(43)
111. All center-based staff members support families during PACT Time and are present in the children's classroom.	0	0	2	1	9	4	88	38	3.9	(43)
112. Center-based staff provide training and support for PACT Time for K-3 teachers.	14	6	16	7	26	11	44	19	3.0	(43)
113. The adult education teacher provides support and guidance for K-3 parents and K-3 teachers who participate in PACT Time.	14	6	14	6	26	11	47	20	3.0	(43)

Parent Time Quality Indicators	Not yet		Beginning		Mostly		Well Established		Mean	(N)
	%	#	%	#	%	#	%	#		
114. Parent Time is conducted daily.	0	0	2	1	16	7	81	35	3.8	(43)
115. Parent Time is planned by the entire center-based team and is most often facilitated by the adult education teacher.	0	0	5	2	30	13	65	28	3.6	(43)
116. Parents identify areas of interest and need, and these are addressed.	0	0	2	1	12	5	86	37	3.8	(43)
117. Parent Time sessions often address early childhood growth and development, early literacy, and Dialogic Reading and are facilitated by the early childhood teacher or co-teacher once per week.	2	1	2	1	26	11	70	30	3.6	(43)
118. Parent Time topics are often generated from PACT Time observations made by the FACE team.	20	1	7	3	21	9	70	30	3.7	(43)
119. Parent Time sessions offer a variety of learning opportunities. The variety includes connections to academics, problem solving, employment, arts & crafts, discussions, videos, etc.	0	0	2	1	14	6	84	36	3.8	(43)

APPENDIX I

Early Childhood Standards and Indicators

Early Childhood Standards and Indicators

LANGUAGE AND LITERACY STANDARDS

Standard 1. ***Listens for various purposes.***	
1.1	Children have daily opportunities to comprehend and respond to stories, poems, chants/rhymes and fingerplays.
1.2	Children are provided daily activities that help them learn to follow directions.
1.3	The asking and answering of simple questions is incorporated in daily classroom routines (e.g., What is your plan today?).
1.4	Experiences that encourage children to listen to and engage in conversations with others are included in daily classroom routines (e.g., respond appropriately to questions and comments from others, turn and talk to a partner in a sharing circle activity).
1.5	Children have opportunities to listen to and retell oral stories from their American Indian culture.
Standard 2. ***Uses language to communicate ideas.***	
2.1	Children have varied opportunities daily to initiate and respond appropriately in conversations with children and adults.
2.2	Children have varied experiences to develop an increasingly complex vocabulary and to use sentences of varying lengths (e.g., books, conversations, field trips, use of multiple word sentences during planning and recall).
2.3	Children are encouraged to use language to pretend or create (e.g., dress-up area, drama center).
2.4	Children have daily opportunities to communicate in English or their Native language and to be understood by others.
2.5	Children have daily opportunities to use home/cultural language speaking skills in conversation, during play or work, or while singing.
Standard 3. ***Attends to sounds in language.***	
3.1	Children are provided opportunities to develop phonological awareness by repeating rhymes, simple songs, poems, and fingerplays.
3.2	Children have opportunities to repeat rhymes, simple songs, poems, and chants in their home/cultural language.
3.3	Word games that encourage children to play with sounds of language, repetitive phrases, rhymes, and syllables are included in classroom routines.
3.4	Children have varied opportunities to learn to discriminate some sounds in words (e.g., recognize words with the same beginnings or endings, repetitive sounds, rhyming words).
Standard 4. ***Uses writing as a way to communicate ideas.***	
4.1	Children have varied opportunities to write for different purposes (e.g., sign-in, make a sign, write a menu in the house area).
4.2	A variety of writing tools (e.g., pencils, markers, crayons, chalk, magnetic letters), materials, and surfaces are readily available throughout the classroom.

4.3	Various types of children's writing are supported by teachers, including scribbles, pictures, and letter-like forms to represent words or convey ideas.
4.4	Children have opportunities to tell others about the intended meaning of their writings and pictures.
4.5	Children are provided a variety of resources to facilitate writing (e.g., dictation of stories to adults, asking others for help in writing, copying letters and words from the environment).
Standard 5. ***Shows increasing awareness of print and books.***	
5.1	Children have daily access to choosing and looking at a variety of books (including wordless books, storybooks, informational books, and alphabet books) and to listening to book reading in group and individualized settings.
5.2	Activities that promote children's book-handling skills and identification of the parts of books are included in classroom routines.
5.3	Children participate in interactive daily read-alouds (dialogic reading) where they get opportunities to respond to stories (e.g., join in predictable phrases, make predictions, ask and answer questions about the story).
5.4	Children have opportunities to read environmental print, signs and symbols (e.g., finds name on the attendance chart, reads labels, recognizes signs and logos).
5.5	Daily read-alouds give children opportunities to comprehend a sense of story (e.g., identifies characters, setting, and events, retells a story in sequence, and predicts outcome of stories).
5.6	Experiences that promote knowledge of letters, in English and/or home/cultural language, are provided in classroom routines (e.g., naming letters, observing similarities and differences in letters, writing some letters).
5.7	Children have varied opportunities to be exposed to print and stories so they become aware that print carries meaning.
5.8	Children have opportunities to recognize differences in some printed words in English and in their home/cultural language.

MATH STANDARDS

Standard 1. ***Uses numbers and counting to determine and compare quantity, solve problems and understand number relationships.***	
1.1	Children are provided varied opportunities and materials to encourage curiosity and interest in counting.
1.2	Experiences that build understanding of numbers and quantities are included in classroom routines; children use number words in daily routines, activities, and play (e.g., counting the number of children in the room, using numbers in dramatic play).
1.3	Children have opportunities to use and create symbols to represent numbers (e.g., holds up three fingers to indicate age, uses scribble writing to make numbers while playing).
1.4	Children have access to materials and experiences that enable them to count objects, or groups of objects, using one-to-one correspondence.
1.5	Children have opportunities to practice counting objects of up to 10 items in sequence and demonstrating knowledge of how many (e.g.," I have five buttons.").
1.6	Children have opportunities to count objects in home/cultural language up to 10.
1.7	Experiences that promote identification of numbers 1-10 and recognition in the environment are routinely included in the classroom (e.g., identifying numbers on the clock).
1.8	Children have opportunities to identify numbers 1-10 and say their name in home/cultural language.
1.9	Children are provided varied opportunities and materials that help them understand the changes in sets of objects when they are combined (e.g., combining beads with a friend).
1.10	Experiences are provided in the classroom routine that encourage children to describe changes in objects when they are separated into parts (e.g., separate a stack of crackers into three piles and child says, "Now we have three small piles.").
1.11	Children are provided varied opportunities and materials to use descriptive words for size, amount and comparisons (more, less, same as, fewer or greater than, etc.)
1.12	Experiences that encourage children to match numbers to the quantities they represent are included in classroom routines (e.g., child works a puzzle that matches the number on one side with the number of objects on the other).
Standard 2. ***Recognizes and creates patterns and understands their relationships and functions.***	
2.1	Children are provided varied opportunities and materials to work with simple patterns and duplicate them (e.g., making a beaded necklace matching the pattern on a picture).
2.2	Experiences that encourage children to recognize and name repeating patterns are included in classroom routines and play activities.
2.3	Planned experiences and play provide opportunities for children to create simple patterns.
2.4	Planned experiences and play provide opportunities for children to extend simple patterns using a variety of materials.
2.5	Children have varied opportunities in planned and play experiences to practice matching, sorting and grouping items according to one or two attributes.

2.6	Children are provided varied opportunities and materials that enable them to arrange several items into a series or pattern and describe the relationships (big/bigger/biggest).
Standard 3. ***Uses measurement to make and describe comparisons in the*** **environment.**	
3.1	Children are provided varied opportunities and materials to help them understand the concept of measurement, including nonstandard measures to measure objects (e.g., hands, boxes, rope).
3.2	Planned experiences and play provide opportunities for children to compare objects and demonstrate understanding of terms such as longer/shorter, faster/slower, and hotter/colder.
3.3	Routines include opportunities for children to develop and demonstrate understanding of the concept of time (e.g., what happens next, yesterday/tomorrow)
3.4	Children are provided experiences that require them to look forward to, remember, and talk about sequences of events (e.g., says, "We go to lunch and then Mommy comes to read to me.").
3.5	Children have opportunities to participate in a variety of measuring activities.
3.6	Children are provided varied opportunities and materials to help them understand the concept of measurement including standard measures (e. g., measuring tape, yardstick)
Standard 4. ***Uses shapes and space to define items in the environment.***	
4.1	Planned experiences and play provide opportunities for children to develop an understanding of position terms (e.g., between, inside, under, behind, etc.).
4.2	Children are provided varied opportunities and materials to name and recognize basic shapes (e.g., circle, square, triangle) in the environment in English and/or home language.
4.3	Experiences are provided so children can represent shapes found in the environment (e.g., painting circles for the moon, making animals from dough).
4.4	Children are provided varied opportunities and materials to encourage them to compare and describe attributes of shapes with their own words.
4.5	Planned experiences and play provide opportunities for children to develop an understanding of spatial relationships including describing the position or location of objects in relation to self or other objects.
4.6	Children are provided varied experiences and materials to put shapes together and take them apart (e.g., puzzles and toys with multiple shapes).

APPENDIX J

Summary of Early Childhood Standards Implementation Ratings

Average Values for Ratings by FACE Staffs of Implementation of Early Childhood Language and Literacy Standards[73]

	Standard 1 Listens for various purposes	Standard 2 Uses Language to communicate ideas	Standard 3 Attends to sounds in language	Standard 4 Uses writing as a way to communicate ideas	Standard 5 Shows increasing awareness of print and books
Overall	3.7	3.8	3.6	3.8	3.8
Alamo	3.6	4.0	3.5	4.0	3.9
American Horse	3.6	3.6	3.3	4.0	3.9
Aneth	2.8	2.8	2.0	3.4	3.5
Atsa Biyaazh (Shiprock)	3.6	3.6	3.5	3.8	3.6
Baca	3.4	4.0	3.8	3.8	3.8
Beclabito	3.6	4.0	3.5	3.8	3.9
Blackwater	4.0	3.8	4.0	4.0	3.8
Bread Springs	3.8	3.8	4.0	4.0	4.0
Casa Blanca	3.6	3.8	4.0	4.0	4.0
Chi Chi'l Tah-Jones Ranch	3.6	3.8	3.3	3.6	3.6
Chief Leschi	3.4	4.0	3.0	3.2	3.6
Dunseith	4.0	3.8	3.8	3.8	4.0
Dzilth-Na-O-Dith-Hle	4.0	4.0	4.0	4.0	4.0
Enemy Swim	3.8	4.0	4.0	4.0	4.0
Fond du Lac	3.8	4.0	3.8	4.0	4.0
Gila Crossing	3.4	4.0	4.0	3.8	3.9
Greasewood Springs	3.4	3.2	2.8	3.6	3.3
Hannahville	3.8	4.0	3.5	4.0	3.6
John F Kennedy	3.8	3.6	3.8	3.8	3.8
Kayenta	3.8	4.0	4.0	4.0	3.9
Kin Dah Lichi'i Olta	3.8	4.0	3.0	3.0	3.4
Lac Courte Oreilles	3.8	4.0	4.0	3.8	3.9
Leupp	3.6	3.8	3.5	4.0	3.5
Little Singer	4.0	4.0	4.0	4.0	4.0
Little Wound	4.0	4.0	3.8	4.0	4.0
Many Farms (Chinle)	3.6	3.2	3.5	4.0	3.9
Mariano Lake	3.6	4.0	3.3	4.0	3.6

[73] Missing values indicate that there were no responses to one or more items within a standard.

	Standard 1 Listens for various purposes	Standard 2 Uses Language to communicate ideas	Standard 3 Attends to sounds in language	Standard 4 Uses writing as a way to communicate ideas	Standard 5 Shows increasing awareness of print and books
Na' Neelziin J'olta (Torreon)	3.4	3.4	3.8	3.6	
Oneida	3.8	4.0	4.0	3.8	4.0
Pearl River	3.6	3.8	3.8	3.8	4.0
Pine Ridge	3.6	3.6	3.5	4.0	3.4
Pueblo Pintado	3.8	3.8	3.8	4.0	4.0
Ramah	3.6	3.2	3.0	4.0	3.8
Rough Rock	3.8	4.0	4.0	4.0	4.0
Salt River	4.0	4.0	3.5	4.0	4.0
St. Francis	3.6	3.8	3.5	3.6	3.4
Tate Topa	4.0	4.0	3.8	3.8	3.8
Theodore Jamerson	3.4		3.0	3.2	3.5
Tiis-Nazbas	3.0	3.0	3.0	3.0	3.0
T'iis Ts'ozi Bi'Olta (Crownpoint)	3.8	3.6	3.8	4.0	4.0
To' Hajiilee-He (Canoncito)	4.0	3.8	4.0	4.0	4.0
Tse'ii'ahi	3.8	4.0	3.5	4.0	3.8
Wingate	4.0	4.0	4.0	4.0	3.9

Average Values for Ratings by FACE Staffs of Implementation of Early Childhood Mathematics Standards[74]

	Standard 1 Uses Numbers and counting to determine and compare quantities, solve problems, and understand number relationships	Standard 2 Recognizes and creates patterns and understands their relationships and functions	Standard 3 Uses measurement to make and describe comparisons in the environment	Standard 4 Uses shapes and space to define items in the environment
Overall	3.7	3.7	3.4	3.8
Alamo	3.4	4.0	3.5	4.0
American Horse	3.9	3.3	3.7	4.0
Aneth	2.8	2.7	2.2	3.2
Atsa Biyaazh (Shiprock)	3.5	3.7	2.8	3.8
Baca	3.8	4.0	3.5	4.0
Beclabito	3.8	4.0	4.0	4.0
Blackwater	3.9	4.0	4.0	
Bread Springs	4.0	4.0	3.8	4.0
Casa Blanca	4.0	4.0	3.5	4.0
Chi Chi'l Tah-Jones Ranch	3.6	3.5	3.2	3.8
Chief Leschi	3.4	3.8	3.3	3.5
Dunseith	3.9	4.0	4.0	4.0
Dzilth-Na-O-Dith-Hle	4.0	4.0	4.0	4.0
Enemy Swim	4.0	4.0	3.3	4.0
Fond du Lac	3.6	4.0	4.0	3.8
Gila Crossing	3.7	3.5	3.2	4.0
Greasewood Springs	3.3	3.8	3.8	3.5
Hannahville	3.5	3.2	2.7	4.0
John F Kennedy	3.6	3.8	3.2	3.7
Kayenta	3.8	4.0	3.2	3.7
Kin Dah Lichi'i Olta	3.0	4.0	3.0	3.0
Lac Courte Oreilles	4.0	4.0	3.8	4.0
Leupp	3.4	3.3	3.3	3.5
Little Singer	4.0	4.0	4.0	4.0
Little Wound	4.0	4.0	3.8	4.0
Many Farms (Chinle)	3.3	3.7	2.7	3.5

[74] Missing values indicate that there were no responses to one or more items within a standard.

	Standard 1 Uses Numbers and counting to determine and compare quantities, solve problems, and understand number relationships	Standard 2 Recognizes and creates patterns and understands their relationships and functions	Standard 3 Uses measurement to make and describe comparisons in the environment	Standard 4 Uses shapes and space to define items in the environment
Mariano Lake	4.0	4.0	3.5	3.8
Na' Neelziin J'olta (Torreon)	2.7	2.0	2.7	3.3
Oneida	4.0	4.0	4.0	4.0
Pearl River	4.0	4.0	3.7	4.0
Pine Ridge	4.0	3.0	2.3	3.8
Pueblo Pintado	4.0	4.0	3.5	4.0
Ramah	3.6	3.5	3.3	3.8
Rough Rock	4.0	4.0	4.0	4.0
Salt River	3.8	3.7	3.8	4.0
St. Francis	3.8	4.0	2.5	3.8
Tate Topa	3.5	3.8	3.7	3.7
Theodore Jamerson	3.2	2.5	1.7	2.8
Tiis-Nazbas	3.0	3.0	3.0	3.0
T'iis Ts'ozi Bi'Olta (Crownpoint)	4.0	4.0	4.0	4.0
To' Hajiilee-He (Canoncito)	4.0	4.0	4.0	4.0
Tse'ii'ahi	4.0	4.0	3.7	4.0
Wingate	3.9	4.0	4.0	4.0